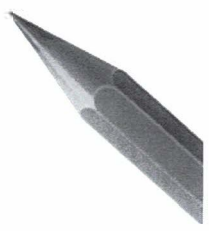
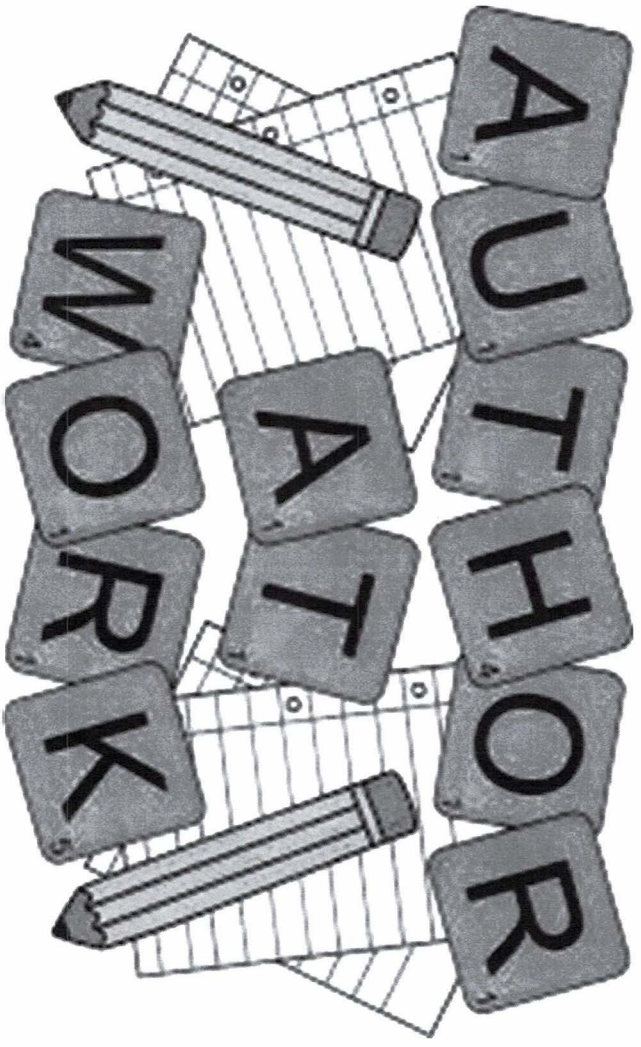


Helping Kindergarten EL
students build vocabulary and
writing using the "Picture Word
Inductive Model" (PWIM)

Jenee' Lee – Kindergarten ESOL
Coach
October 23, 2023
10:00 – 11:20

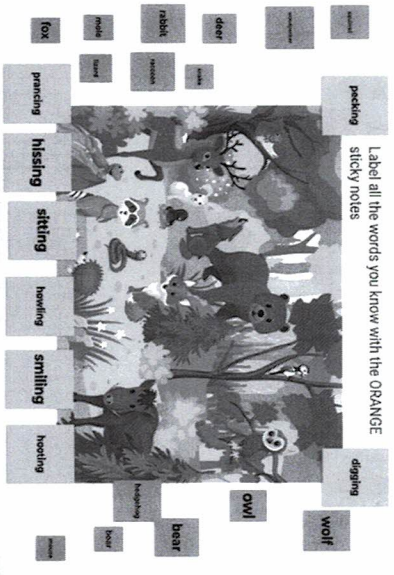


What is PWIM?

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 ELs (English Learner) to grow students as listeners, speakers, readers, and writers.



Why should you use it?



Assesses prior knowledge

Builds background knowledge

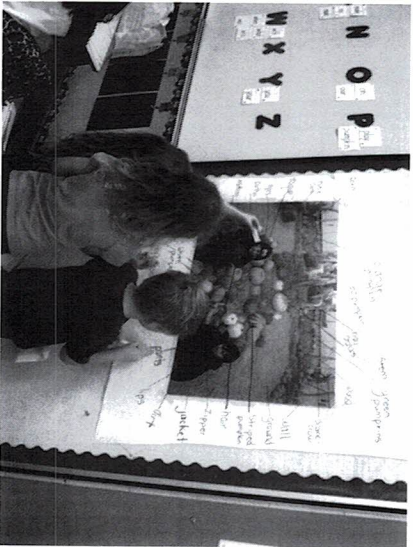
Front load vocabulary

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.

What is the Picture Word Inductive Model?

Calhoun (1998) developed the Picture Word Inductive Model (PWIM), which uses pictures containing familiar objects, actions and scenes to draw out words from children's listening and speaking vocabularies. This model helps students add words to their sight reading vocabulary, as well as their writing vocabulary, and also discover phonetic and structural principles present in those words.

What is its purpose?

The purpose of using PWIM is to develop students' vocabulary, concepts about words, and sentence and paragraph structures through our content subjects of reading, math, science, or social studies.

How do I do it?

Words are 'shaken out' or listed by the poster by the students. The words are categorized and read as a class over a series of days. Each class writes and reads sentences using the words. Then, depending on the grade level, the sentences are categorized and formed into paragraphs. The students then write paragraphs.

The strength of using this strategy from K to grade 6 is that it will help build students' vocabulary and writing abilities. Kindergarten begins the foundation and all of the other grades add more content and skill development through grade 6.

Advantages of PWIM:

The following list of advantages of the PWIM is drawn from Calhoun (1999).

- The strategy emphasizes phonics, grammar, mechanics, and usage of Standard English.
- Pictures provide concrete referents for the learning of new words, phrases, and sentences.
- Because students are using pictures related to content material under study, they feel a part of the classroom community and can participate in class activities.
- The picture word chart serves as an immediate reference to enable students to add these words to their sight vocabulary. The teacher can choose to emphasize almost any sound and symbol relationship (introduced or taken to mastery).
- Students are assisted in seeing the patterns and relationships of the English language, enabling them to apply this learning to newly encountered words.
- Students hear and see words spelled correctly and participate in the correct spelling and writing.
- Learners benefit from the teacher modeling of the key words and concepts. With extensive practice, they can begin to learn how to create sentences and paragraphs related to the subject under study.

How can I adapt it?

The strategy can be used with a whole class, small groups, pairs, or individually to lead students into inquiring about words and adding them to their vocabularies, discovering phonetic and structural principles, and engaging in other reading and writing activities.

While some skills can be taught explicitly, PWIM is designed to capitalize on a student's ability to think inductively.

Teacher Resources

- [Teaching Beginning Reading and Writing with the Picture Word Inductive Model](#) by Emily F. Calhoun - ASCD full text book about teaching beginning reading and writing using PWIM.
- [Development and Implementation Log for the Picture Word Inductive Model](#)

This is from <http://olc.spsd.sk.ca/de/pd/instr/strats/pwim/index.html>

Picture Word Inductive Model (PWIM)

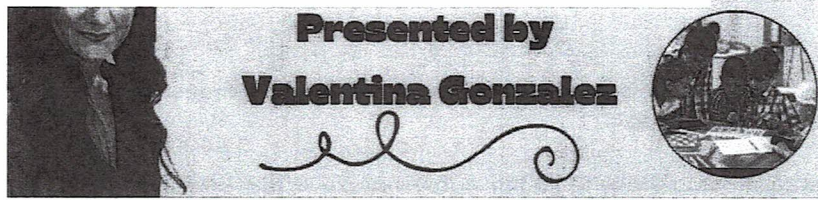
Steps of the PWIM

1. Select a picture.
2. Ask students to identify what they see in the picture.
3. Label the picture parts identified. (Draw a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then to pronounce it.)
4. Read and review the picture word chart aloud.
5. Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups. Identify common concepts (e.g., beginning consonants, rhyming words) to emphasize with the whole class.
6. Read and review the picture word chart (say the word, spell it, say it again).
7. Add words, if desired, to the picture word chart and to the word banks.
8. Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it.
9. Ask students to generate a sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.
10. Read and review the sentences and paragraphs.

Strengths of the PWIM.

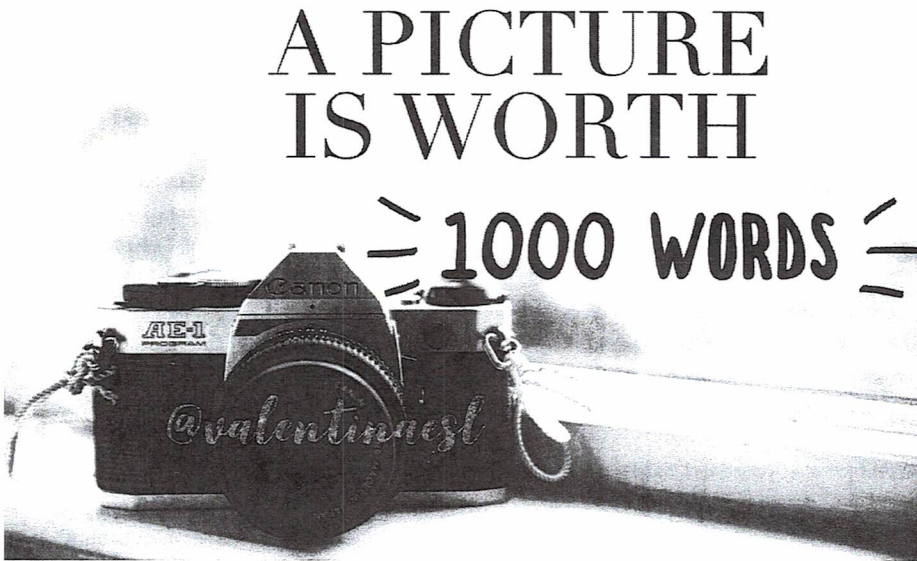
The basic steps of the PWIM stress these components of phonics, grammar, mechanics, and usage:

- Students hear the words pronounced correctly many times and the picture word chart is an immediate reference as they add these words to their sight vocabulary. The teacher can choose to emphasize almost any sound and symbol relationship (introduced or taken to mastery).
- Students hear and see letters identified and written correctly many times.
- Students hear the words spelled correctly many times and participate in spelling them correctly.
- In writing the sentences, the teacher uses standard English (transforming student sentences if necessary) and uses correct punctuation and mechanics (e.g., commas, capital letters). As different mechanical and grammatical devices are used, the teacher describes why the device is used. After several lessons and experience with the teacher modeling the devices, the students learn how to use them, too.



A Picture is Worth a Thousand Words...but how do we get those words out?

2/25/2017



"A picture is worth a thousand words"...Yes, so how we get those words out? Picture Word Inductive Model (PWIM) first developed by Emily Calhoun (1999) to the rescue!

What is PWIM and how do I use it to help my students with listening, speaking, reading, and writing?

You may be thinking that pictures are for primary students or for Beginner level ELs. But that's not the case. Though PWIM does benefit primary students and Beginner ELs, even intermediate and Advanced ELs gain valuable insights from this method across all content areas.

Here's how I've used it in a modified version.

Step 1: The teacher begins by

selecting a picture relevant to the unit of current study. If you teach science you might select a picture about the water cycle, life cycle of a butterfly, the Grand Canyon, etc. A social studies teacher might choose a picture from history such as The Boston Tea Party, Amelia Earhart next to her plane, the Constitution, or a map, graph, chart or timeline, etc. A language arts teacher may present a picture that exemplifies character traits or feelings, a picture that relates to a theme that is being showcased, etc. Even math teachers can use PWIM by selecting pictures such as pictures with shapes, graphs, clocks, money, etc.

Step 2: Share the image with students either in whole group or in a small group setting. (Day 1)

Step 3: Label the picture together. Tell students that you will "shake out" all the words from this picture. Sometimes I let students brainstorm words on their own first and then share with a partner

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reading. (Day 1)

Step 4: Put the words into categories. Ask students to categorize the words either by spelling or by parts of speech. (Day 1 or 2 depending on time)

Step 5: Ask students to brainstorm possible titles for the picture. Once many have been generated, discuss them. What makes a strong title? If needed, share examples from picture books or chapter books.

Step 6: Give students time to discuss the picture in cooperative groups and then orally compose sentences. Provide students with sentence stems, starters or language frames to support complete sentences as needed. This step allows students to access their own background knowledge as well as tap into one another's knowledge. It builds on prior knowledge by supporting what they already know about a particular topic. For example, if you give students a picture of a tee-pee, and students share in their groups, some might say they see a house, while others would say it's a home or dwelling. (Day 2)

Step 7: Next, record the sentences either on a chart or below the picture. Guide students in choral or echo reading the sentences after you write them. This reading practice supports language development. Not everyone will need the support of the teacher's example sentences. The students who can independently write their own sentences using the labels can work on their own while the teacher pulls a small group to model using the label to compose sentences. Consider asking the group the 5 Ws-Who, When, Where Why, What to help vary the sentences and create a strong understanding of the visual. (Day 3)

Step 8: Give students the opportunity to use the labels to write their own sentences. Provide students scaffolds as needed. Some will need sentence frames or starters. Beginner ELs may need to copy your sentences. To push students who are at the Advanced level up a notch, give them the stems: Additionally, Furthermore, For Example. Teach them to use those stems in their writing. (Day 3)

There are many ways to vary PWIM to meet your own classroom and students' needs. There is no right or wrong way to do them as long as you are using pictures to develop language: thinking, listening, speaking, reading and writing. PWIM doesn't have to take long. They are not 45 minute lessons. And they are not solely for language arts classrooms. Pictures of historical events, cycles (water, life, etc.), geography, scientific experiments, math problems lend themselves beautifully to PWIM activities. Pictures are engaging, thought provoking, and help to make content comprehensible for students. The steps above are just suggestions. Make this model fit your students' specific needs. Try out a PWIM lesson and see where it takes you. This language rich learning strategy requires students to think, listen, speak, read and write in the content area of instruction. That's why I love it!

Below are examples of a primary PWIM. The unit was on predators and prey. The teacher used the owl picture first to discuss one type of predator. After the Picture Talk cycle, the teacher modeled how to use the picture to support writing. Some students were able to write about a different predator or prey while Beginners and struggling learners wrote about the owl.

Resources used:

Ferlazzo, L., & Sypniewski, K. H. (2012). *The ESL/ELL teacher's survival guide. ready-to-use strategies, tools, and activities for teaching English language learners of all levels.* San Francisco: Jossey-Bass.

Calhoun, E. (1999). *Teaching beginning reading and writing with the picture word inductive model.* Alexandria: ASCD.

Meredith Alvaro



[steps_for_picture_talk.pdf](#)
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Comprehensible Input
Conferences
Conferring
Connecting With ELL
Families
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Cooperative Learning
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PWIM Sorting Board 1 - Classifying Words

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

Nouns		Adjectives		Verbs	Other	
person	place	thing	describing words	tell how many	action words	free choice

PWIM Sorting Board 2 - Sounds I Hear and See

Task: Work alone or with your partner. Study the words and the letters you see. Say the words out loud. What sounds do you hear? Sort them by sounds. Give each column sort a title when you have finished. Check to make sure each word matches your title.

BEGINNING SOUNDS		MIDDLE SOUNDS			ENDING SOUNDS	

PWIM Sorting Board 4 - Identifying suffixes and prefixes

Task: Work alone or with your partner. Look at the beginnings and endings of the words in your PWIM word sort. Do you see any words that you can sort like this?

Prefixes - Looking at the beginning of the word		Suffixes - Looking at the ending of the word			
look for: un-, non-, mis-, over-, dis-, super-, trans-, im-, in-		look for: -ed, -ing, -ly, -en, -ful, -er, -ment, -tion, -less, -y			

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.

Name: _____

PWIM Story

Write a story about the PWIM picture using words from the picture. Be sure to include the following:

- Setting
- Characters
- B-M-E
- Problem
- Solution
- Moral Message
- Full Stops
- Capital Letters

Name: _____

PWIM Word Sort Sheet

Task: Use the words from our PWIM picture to study words and sort their sounds. Sort the words by sound on your desk with your partner. Now record the groups of sorts here. Find words that sound the same with different spellings, also.

ou/ow **e-e/ee/ea** **i-e/ie/y** **a-e/ai/ay** **o-e/oa/ow** **er/ir/ur**

PWIM Word Sort - Long and Short Vowel Sounds

Name: _____

Task: Use the words from our PWIM picture to study words and sort their sounds. Sort the words by sound on your desk with your partner. Now record the groups of sorts here. Find words that sound the same with different spellings, also.

cvc words

long a

long e

long i

long o

long u

PWIM Word Sorts - Digraphs

Task: Use the words from our PWIM picture to study words and sort their sounds. Sort the words by sound on your desk with your partner. Now record the groups of sorts here. Find words that have these sounds.

Name: _____

th	ch	wh	sh	ck	ph	qu

PWIM Word Sort - Blends and Digraphs

Name: _____

Task: Use the words from our PWIM picture to study words and sort their sounds. Sort the words by these sounds on your desk with your partner. Now record the groups of sorts here.

bl/br	cl/cr	fl/fr	gl/gr	pl/pr	sc/sk/sl/sn/sm/st	

Name:

PWIM Word Sort Sheet

Task: Use the words from our PWIM picture to study words and their sounds. Sort the words by sound on you desk and record your groups of words here. Find words that sound the same with different spellings, also.

ow/ou sound	long e	long i	long a	long o	r sound

PWIM - Classify the Words

Name: _____

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

Nouns		Adjectives		Verbs	Other	
person	place	thing	describing words	tell how many	action words	free choice

PWIM Sorting Board 2 - Sounds I Hear and See

Name: _____

Task: Work alone or with your partner. Study the words and the letters you see. Say the words out loud. What sounds do you hear? Sort them by sounds. Give each column sort a title when you have finished. Check to make sure each word matches your title. Record the words here.

BEGINNING SOUNDS		MIDDLE SOUNDS		ENDING SOUNDS	

Write About It!

I see _____.

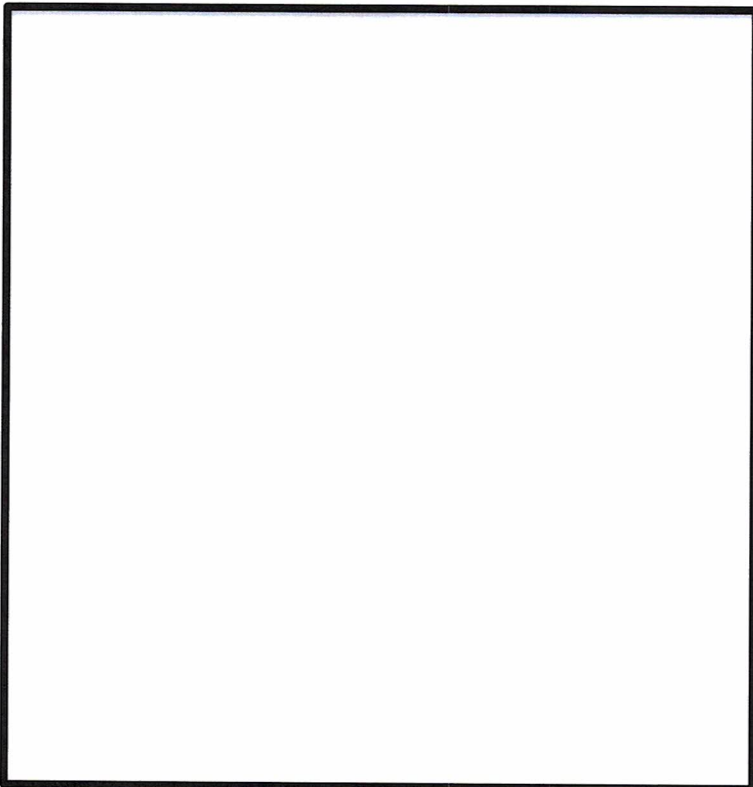
We have _____.

He has _____.

She has _____.

Name: _____

Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



Writing Checklist:

- Capital letter first
- End mark (. ? !)
- Spaces between words
- Picture matches writing