



PICTURE Word inductive model

lower the affective filter strengthen vocabulary participate with peers

adapted from the work of Emily Calhoun, 1998



1. Select an image & present it to the class



2. Have students brainstorm words & phrases independently



3. Have students share their lists with a partner



4. Label the image as a class



5. Chorally read the labels



6. Create sentences & paragraphs

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practice academic vocabulary listen speak read write access background knowledge

PICTURE WORD INDUCTIVE MODEL (PWIM)

This teaching and learning method leverages students' background knowledge while building vocabulary and concepts.

(Calhoun, 1999 adapted by Valentina Gonzalez)

Step-By-Step

1. Select a picture related to the concept and present it for all students to see.
2. Introduce the picture and title it.
3. Have students brainstorm what they see.
4. Label the image as students share what they see.
5. Lead the class in chorally reading all the words that have been labeled.
6. Guide students in creating verbal sentences using sentence stems and the labeled picture as a word bank. Model and then have students turn to a partner and try.
7. Give students time to practice writing sentences using the sentence stems and the labeled picture as scaffolds.
8. Pair students up and have them read their sentences to one another.

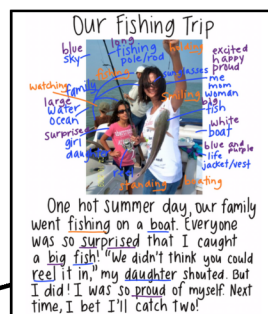
At A Glance

The Picture Word Inductive Model is a structured, yet student-centered approach to learning that helps students develop reading, writing, listening, and speaking skills. It is beneficial for multilingual learners at beginner levels of English proficiency as well as students who are learning new concepts and academic vocabulary. PWIM works by engaging students in active learning, peer collaboration, and the use of scaffolds.



Extensions & Modifications

- Have students come up with various titles for the picture.
- Label by parts of speech using a different color marker to label for each.
- Collect a class bank of questions related to the visual.
- Create a shared or interactive writing (narrative or expository).
- Build a list of facts and opinions.



Our Fishing Trip
One hot summer day, our family went fishing on a boat. Everyone was so surprised that I caught a big fish! "We didn't think you could reel it in," my daughter shouted. But I did! I was so proud of myself. Next time, I bet I'll catch two!



Bees are... Some bees...
Bees have...
Bees can...
I can infer that... because...

Benefits

- Strengthens vocabulary.
- Lowers the affective filter.
- Allows for participation with peers.
- Provides an opportunity to practice academic vocabulary and language.
- Yields access to background knowledge.
- Offers opportunities to recognize cognates.