

# Prairie Lakes

Area Education Agency

# PWIM

## Picture Word Inductive Model

# Images

## Catalog

# 1

# Description of the Picture Word Inductive Model (PWIM)

## Levels 1 and 2



The Picture Word Inductive Model (PWIM) is an inquiry oriented language arts strategy for teaching beginning readers and writers. Levels 1 and 2 of the PWIM are generally used for beginning readers, especially those in preschool through the end of grade 2 or beginning of grade 3, or struggling readers. The PWIM employs photographs containing familiar objects, actions, and scenes to elicit words in children’s listening and speaking vocabulary. This model helps students add words to their sight reading vocabulary, as well as their writing vocabulary. It also helps students discover phonetic and structural principles present in those words. This model includes both explicit instruction and concept formation lessons and is a multidimensional approach to literary development, one which encourages the use and integration of all actions and strategies emphasized in Every Child Reads. The PWIM requires continuous modeling of reading and writing by the teacher and can also be used to teach students how to use observation and analysis as they learn to read and write, comprehend and compose

Calhoun, 1999

## Level 3



The Picture Word Inductive Model is expanded to support in-depth inquiry into content domains other than language arts. This generally occurs in grades 3 and above when teachers are seeking a structured inquiry approach to teaching social science concepts and processes while simultaneously developing students’ language arts concepts and skills.

E. F. Calhoun, The Phoenix Alliance

**Each image in this catalog has been assigned one or more “level.”  
These are only recommendations. You will find that you are able to use  
these images in many different ways.**

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# Photograph Selection Criteria Important

The best practice for classroom teachers is to use images that are large enough that details are easily viewed and identified by students. The recommendation is that the photo be at least 20” x 30” which is the standard size PWIM image.

- It should be a real photograph that clearly depicts one large scene, not multiple scenes or mini photographs in a collage.
- The proportions of items in the photograph should not be distorted.
- There should be a main feature and then many details so many words can be shaken out or located by students.
- Colored photos or black and white pictures will work, but make sure the images are clear.
- Be sensitive to students’ lives when selecting posters.
- There should not be captions or titles printed on the photograph. Signs in the photograph are acceptable.
- Photos should reflect attributes of a concept being studied, but do not need to be an example of the concept itself. For example, a poster of a camel in a desert area can support a unit on animal habitats as easily as a poster of elephants on a grassy plain.

## Index

AP .....	Assorted PWIMs	ISC .....	Idaho Springs, Colorado
RF.....	Rock Formations	MHO.....	Mount Hood, Oregon
GH.....	Growing Healthy	SA.....	Sedona, Arizona
ENG.....	England	WASH .....	Washington State
SL.....	Simpler Life	YLS .....	Yellowstone State Park

\* \* Concepts taught should align with district Standards and Benchmarks in Language Arts, Science, and Social Studies.

# Welcome to the Possibilities of PWIM!

Because there are 3 uses of the model, you will want to consider the following when selecting one or more photographs to support your unit:

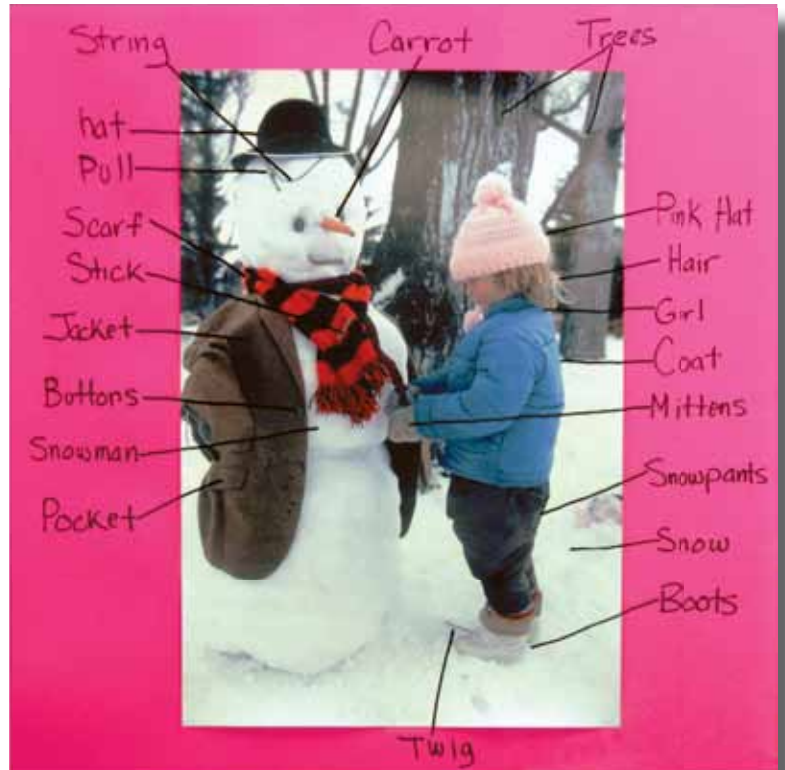
- Which Standards and Benchmarks will you teach to when using this photograph with a PWIM unit?
- For Level 1, is there a very familiar object or event in the photograph for children ages 3-8?
- For Level 1, will this photograph allow for the teaching and learning of the concepts of a word, a sentence, and a paragraph?
- For Level 2, will this photo help to embed language arts learning into a unit in science or social studies? What non-fiction books will be needed to develop the content knowledge and vocabulary needed with the concepts selected? Which Read Alouds, Talk Alouds, and Think Alouds will be planned to support the unit.
- How will the unit help you meet the ultimate goal of PWIM - having STUDENTS read and write informative prose?
- For Level 3 PWIM, which photos will help to teach a large domain of study? For example, if you are teaching a conceptual unit on habitats, which photos will help students understand grasslands, wetlands, freshwater, and salt water habitats? Or, for a unit on 'Why do people move, travel, and explore?', which photos will help students inquire into their community and a nearby larger city? Which will help them consider current residents and past immigrants? Which will help them understand transportation, education, occupations, goods and services, and recreation of these locations today and long ago?



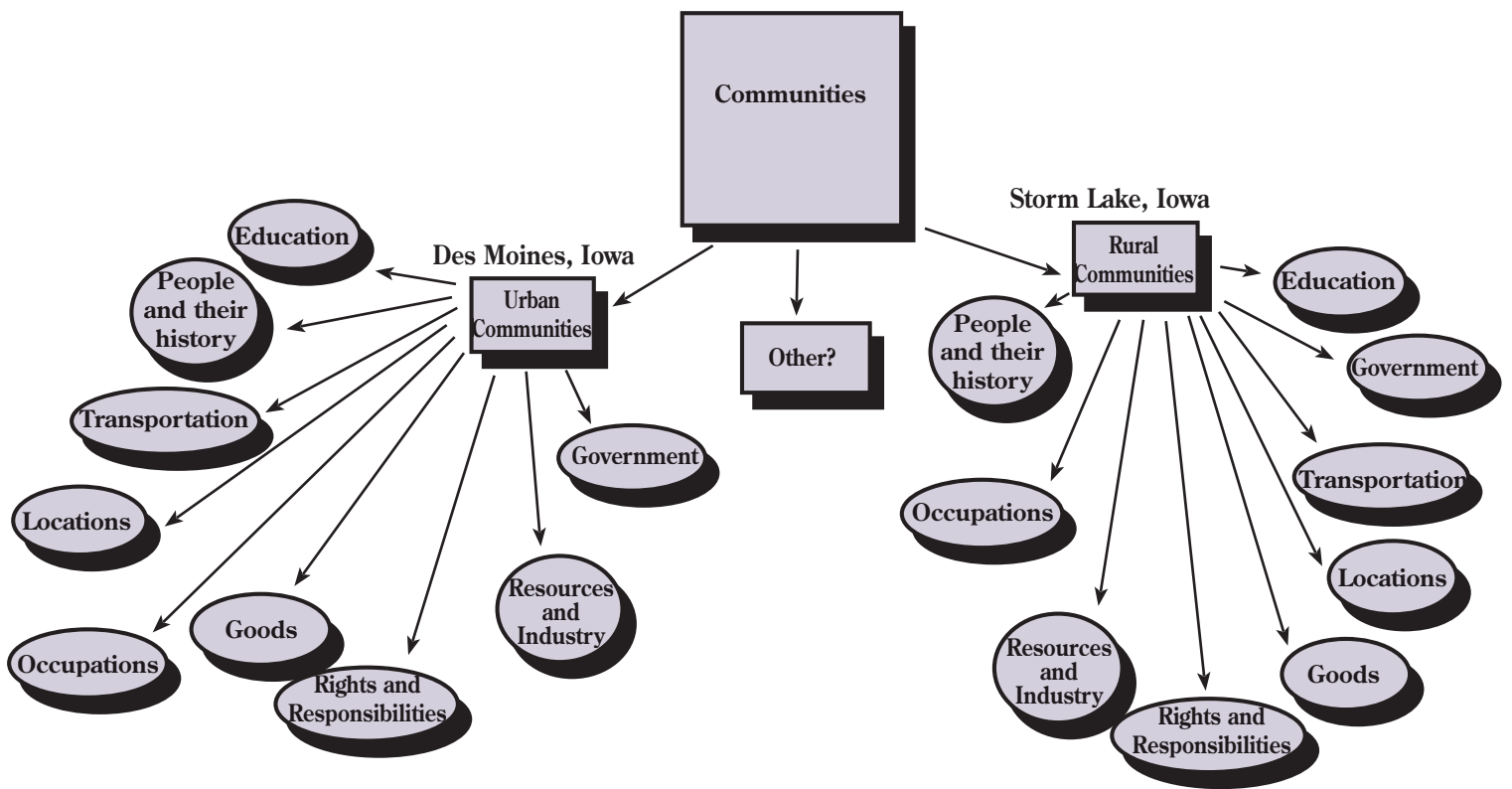
\*\*\* Note: Level 3 photographs may be less detailed than levels 1-2 because multiple -photo use is encouraged to teach broad concepts.

# Moves of the PWIM!

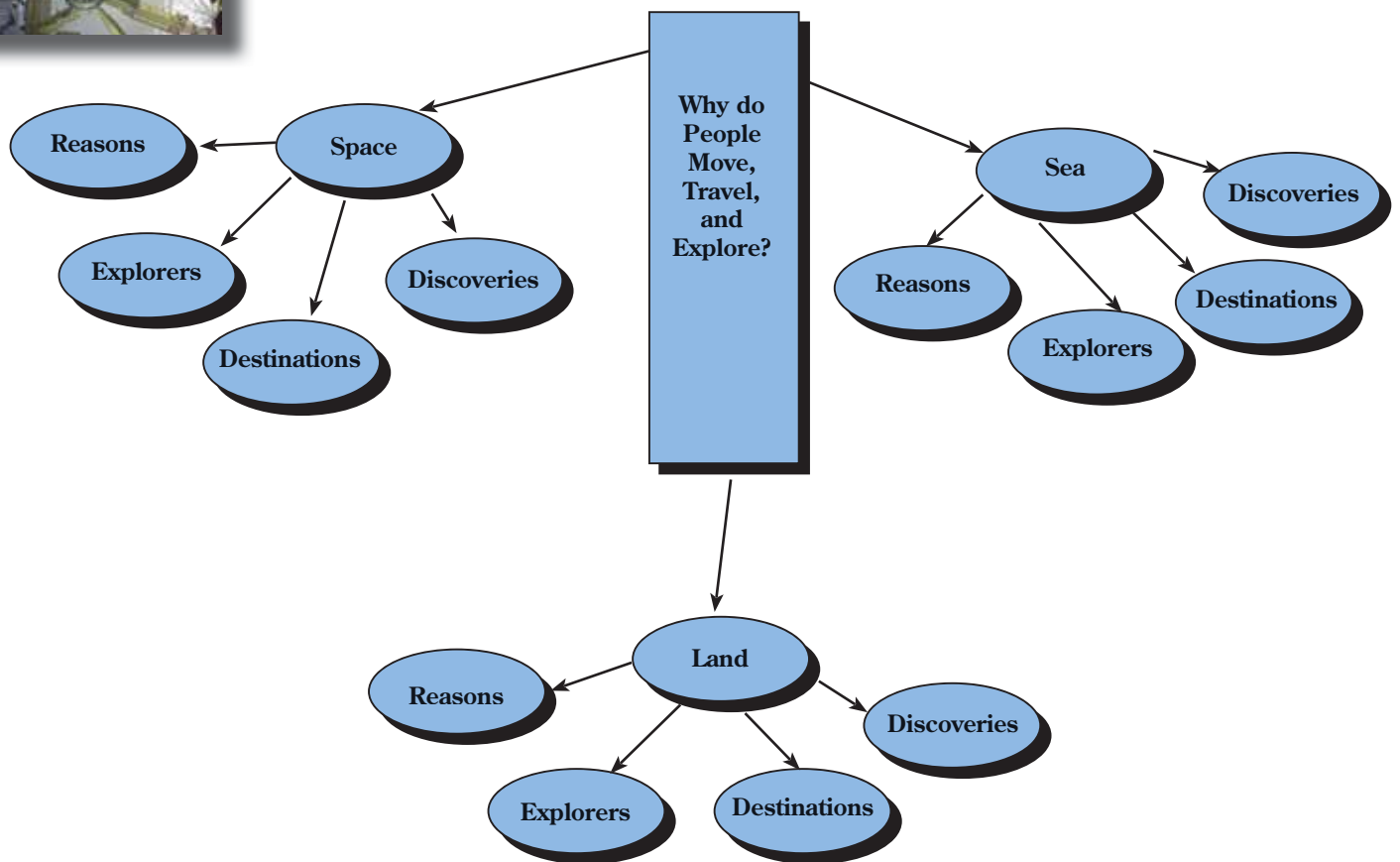
1. Select a picture.
2. Ask students to identify what they see in the picture.
3. Label the picture parts identified. (Draw a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then to pronounce it.)
4. Read and review the picture word chart 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.



# Example of a Level 2 concept



# Example of a Level 3 PWIM Domain



1



AP 00001-01-00-00  
Feeding Lambs

1



AP 00002-01-00-00  
Grant's Market

1



AP 00003-01-00-00  
Lisa's Baby

1



AP 00004-01-00-00  
Ambulance

1

2

3



AP 00005-01-02-03  
Playground, St. Simons Island, Georgia

1

2

3



AP 00006-01-02-03  
Boy and Bike, California

2



AP 00007-00-02-00  
Storytelling Around the Fire Tipi

2



AP 00008-00-02-00  
Boy With Water Wings



2

**AP 00009-00-02-00**  
Tyrrell Museum Technician



3

**AP 00010-00-00-03**  
Des Moines City and Freeway



3

**AP 00011-00-00-03**  
Des Moines Walkway



3

**AP 00012-00-00-03**  
Des Moines Cantilever Bridge



3

**AP 00013-00-00-03**  
Des Moines Middle Level Houses



3

**AP 00014-00-00-03**  
Red Car, St. Simons Island, Georgia



3

**AP 00015-00-00-03**  
Lady on Motorcycle



3

**AP 00016-00-00-03**  
Harris Teeter

3



AP 00017-00-00-03  
Saskatoon Center Car

3



AP 00018-00-00-03  
Saskatoon City of Bridges

3



AP 00019-00-00-03  
Saskatoon Modest Houses

3



AP 00020-00-00-03  
Neighborhood Road Work Paving (Saskatoon)

2

3



AP 00021-00-02-03  
Airplane, Nepal

1

2

3



AP 00022-01-02-03  
Boat, Malaysia

1

2

3



AP 00023-01-02-03  
Camel, Egypt

1

2

3



AP 00024-01-02-03  
Elephant, Kenya, East Africa



1

3

AP 00025-01-00-03  
Field, Egypt



3

AP 00026-00-00-03  
San Diego Harbor, California



3

AP 00027-00-00-03  
Radcliffe-on-Trent, England



3

AP 00028-00-00-03  
Street Scene



1

AP 00029-01-00-00  
Teddy



1

2

AP 00030-01-02-00  
Snowman



1

2

3

AP 00031-01-02-03  
Weather



1

3

AP 00032-01-00-03  
Farm, Nebraska

2 3



AP 00033-00-02-03  
England

1 2  
3



AP 00034-01-02-03  
Craft Table, California

2 3



AP 00035-00-02-03  
Garden, California

1 2  
3



AP 00036-01-02-03  
Kid/Dog, Nepal

1 3



AP 00037-01-00-03  
Kid/Read

1 3



AP 00038-01-00-03  
Schools Around World, England

1 2



AP 00039-01-02-03  
Watering Can

2 3



AP 00040-00-02-03  
Father/Child in Study



1 3

AP 00041-01-00-03  
Woman/Child Kitchen Scene



2 3

AP 00042-00-02-03  
Harvesting Cotton



1 2

AP 00043-01-02-00  
Kids/Pigs in Wagon



2 3

AP 00044-00-02-03  
Studying Flowers



1 3

AP 00045-01-00-03  
Eating Lunch



1 2

AP 00046-01-02-00  
Pumpkin Harvest



1 2 3

AP 00047-01-02-03  
Family Outing/Picnic



2 3

AP 00048-00-02-03  
Adults Getting on Bus

2 3



AP 00049-00-02-03  
Relay Race

2 3



AP 00050-00-02-03  
Rice Field

1 3



AP 00051-01-00-03  
Piano and Flute Players

2 3



AP 00052-00-02-03  
Science Lab

2 3



AP 00053-00-02-03  
Space Shuttle

2 3



AP 00054-00-02-03  
Wheelchair Student

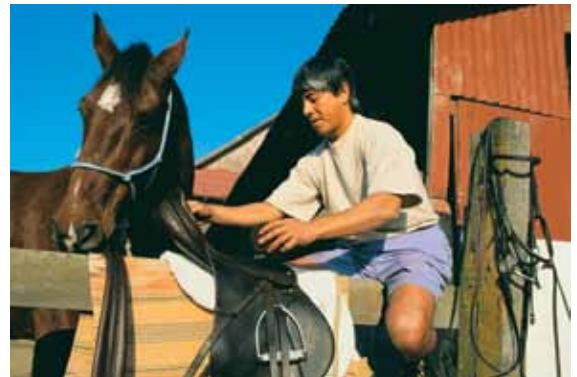
2 3



AP 00055-00-02-03  
Studying Snake

1 2

3



AP 00056-01-02-03  
Horse



1 2

AP 00057-01-02-00  
Squeezing Grandpa



1 2

3

AP 00058-01-02-03  
Dinner Table



1 2

AP 00059-01-02-00  
Mixing Fruit



1 2

3

AP 00060-01-02-03  
Hauling Canoe



1 2

3

AP 00061-01-02-03  
Vegetable Picking



2 3

AP 00062-00-02-03  
Painting



1 2

3

AP 00063-01-02-03  
Rollerblading



1 2

3

AP 00064-01-02-03  
School Bus Travel

2 3



AP 00065-00-02-03  
Grilling Hotdogs

3



AP 00066-00-00-03  
Desert Rock Formation

2 3



AP 00067-00-02-03  
San Francisco

2 3



AP 00068-00-02-03  
Streetcar

1 2



AP 00069-01-02-00  
Birdhouse Construction

2 3



AP 00070-00-02-03  
Looking at the Stars

1



AP 00071-01-00-00  
Pretending Dress-Up

2 3



AP 00072-00-02-03  
Mowing the Lawn



2

3

**AP 00073-00-02-03**  
Workshop



3

**RF 00001-00-00-03**  
Rock Formation



3

**RF 00002-00-00-03**  
Rock Formation



3

**RF 00003-00-00-03**  
Rock Formation



3

**RF 00004-00-00-03**  
Rock Formation



3

**RF 00005-00-00-03**  
Rock Formation



3

**RF 00006-00-00-03**  
Rock Formation



3

**RF 00007-00-00-03**  
Rock Formation

3



**RF 00008-00-00-03**  
Rock Formation

3



**RF 00009-00-00-03**  
Rock Formation

3



**RF 00010-00-00-03**  
Rock Formation

3



**RF 00011-00-00-03**  
Rock Formation

3



**RF 00012-00-00-03**  
Rock Formation

3



**RF 00013-00-00-03**  
Rock Formation

3



**RF 00014-00-00-03**  
Rock Formation

3



**RF 00015-00-00-03**  
Rock Formation



3

**RF 00016-00-00-03**  
Rock Formation



3

**RF 00017-00-00-03**  
Rock Formation



3

**RF 00018-00-00-03**  
Rock Formation



3

**RF 00019-00-00-03**  
Rock Formation



2

3

**RF 00020-00-02-03**  
Rock Formation



2

3

**RF 00021-00-02-03**  
Rock Formation



2

3

**RF 00022-00-02-03**  
Rock Formation



2

3

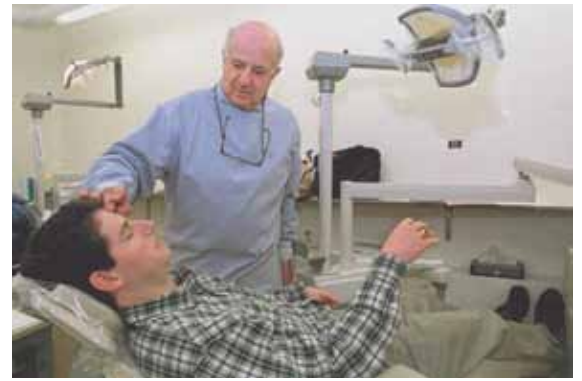
**RF 00023-00-02-03**  
Rock Formation

3



**GH 00001-00-00-03**  
Brushing Teeth

3



**GH 00002-00-00-03**  
Dentist

3



**GH 00003-00-00-03**  
Washing Hands

3



**GH 00004-00-00-03**  
Washing Baby

3



**GH 00005-00-00-03**  
Weighing In

3



**ENG 00001-00-00-03**  
Big Ben and Parliament

3



**ENG 00002-00-00-03**  
Double Decker Buses (aerial view)

3



**ENG 00003-00-00-03**  
Banks of the Thames