

Nicola-Similkameen School District and Delta School District

All About PWIM, 'Picture Word Inductive Model'

The *Picture Word Inductive Model* is a component of a language arts program. It is an integrated reading and writing strategy which respects children's ability to think. Children are encouraged to study a picture and then name the objects, actions or emotions suggested in the picture. Each word generated from the picture is printed on the background of the picture. A line is drawn from the item to the printed word. The children read and reread the words. The words are placed on cards which the students manipulate on their desks and categorize according to their properties or attributes. Sentences are generated from the words and these are later categorized into paragraphs. The beauty of the PWIM is that it is designed to enable students to be immediately successful as language learners. Children are able to make connections between oral and written language. They hear a word, watch it being spelled and then spell it along with the teacher.

What is the Picture Word Inductive Model? (PWIM)

PWIM is an inquiry oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabulary.

Is PWIM only for primary children?

PWIM is effective with children of all grade levels.

Is PWIM useful for small or large group instruction?

Teachers can use PWIM with whole classes, small groups or individuals. PWIM is designed to capitalize on children's ability to think inductively.

Tell me about the picture component of this model.

Teachers select a picture for the students to study. The children identify what they see in the picture for the teacher to label. The children read and review the words generated.

Then what do you do with the words?

Each child receives his or her own copy of the words generated from the picture. The children are invited to classify the words according to properties or attributes they can identify.

This sounds pretty simple. Is there more to the Picture Word Inductive Model?

After the children become very familiar with their new words they create a title for the picture. Following steps include building sentences both together as a group and individually, and then onto creating paragraphs.

How does PWIM enhance student learning?

PWIM improves student sight vocabulary. Students name the words, see them printed and hear them many times. When constructing the sentences, teachers model the correct sentence form. The children learn from teacher modelling and use that experience to create their own sentences. When the students classify their words and sentences they are selecting common attributes very much like Bruner's concept attainment model. The students search for and identify attributes that can be used to distinguish examples of a given group or category from non-examples.

Are the goals of PWIM the same for both the older and younger students?

While the activities may differ, the instructional goals for students of all ages are the same. Emily F. Calhoun outlines them in Chapter 4 of her book, "Teaching Beginning Reading and Writing". PWIM's goals are: 1) Building sight vocabulary as a base for reading and for learning phonics and spelling generalizations; 2) Building confidence in one's ability to learn; and 3) Learning how to inquire into language and using knowledge and skills to read and write and participate fully in education.

<http://TeacherWeb.com/BC/DeltaResourceCentre/JayeSawatsky/>

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Discussion questions:

1. How would you see PWIM being utilized in your district?
2. What further information would you like?
3. Have you used similar approaches to teach reading?