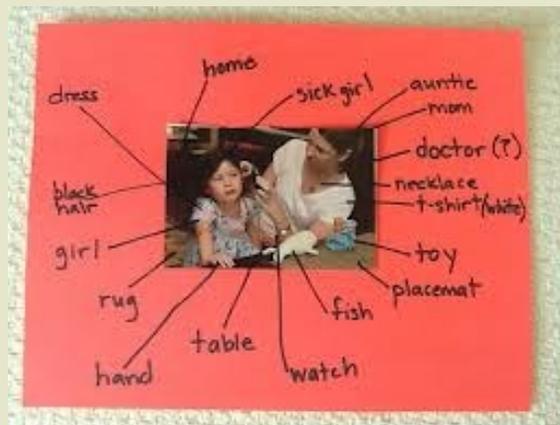


# PICTURE/WORD INDUCTION METHOD (PWIM)

1. Read the PWIM overview.
2. Choose a laminated picture to label.
3. Discuss the classroom implications.
4. Add thoughts ,ideas, questions and/or concerns to the chart paper.



## **Overview: Picture/Word Induction Method**

1. Select a picture.
2. Ask students to identify what they see in the picture.
3. Label the picture parts that are 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, like beginning consonants, rhyming words, etc. to emphasize with the class.
6. Read and review the picture word chart (Say the word, spell it, and 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 Picture/Word Induction Method**

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 level).
- Students hear and see letters identified and written correctly many times.
- Students see 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 (i.e., commas, capital letters, etc.) 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 words, too.