

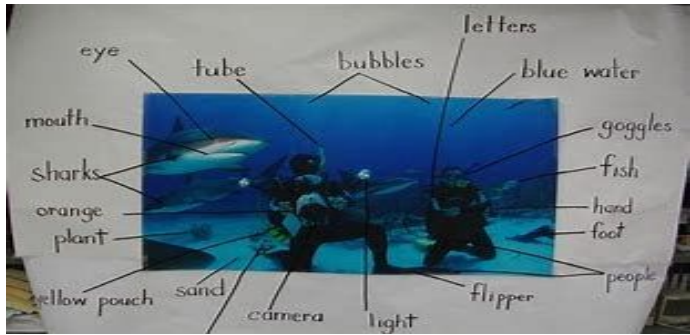
Title: What Can You Learn From a Picture?	Grade: Kindergarten
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Content: Vocabulary for Reading, Writing and Speaking	Duration: 15-30 minutes daily for five days
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Standard:

- **RL.K.12:** Explore words.
- **RF.K.3:** Know and apply grade-level phonics in decoding words.

Objective: Children will look at a picture and list/label words using the PWIM model. This model uses pictures containing familiar objects, actions and scenes to draw out words from children’s listening and speaking vocabularies. This activity builds sight vocabulary for everyday language use as well as being helpful when children read and write.



Resources Needed:

- Pictures or photographs of interest to the child
- Paper to mount the picture for recording the words noticed in the picture
- Markers/Pencil
- Index cards or small pieces of paper cut for word cards
- Paper for word and sentence writing

Introduction/Description: Select a picture that appeals to your child. Use large pictures of scenes that are somewhat familiar and include a variety of things to label. Sources for pictures may include calendars, posters, old magazines, internet pictures or enlarged photographs.

Steps:

- Select a picture and attach it to a blank paper for writing the words on.
- Day 1-**Shake out the Words**
 - ❑ The child **studies** the picture very carefully.
 - ❑ The child **points** to something in the picture and **says** the word.
 - ❑ **Stretch** out the sounds together and write the word correctly, letter by letter. The writing could be done by the child or the adult.
 - ❑ **Draw** a line from the word to the picture.

- **Day 2-Read the Words**
 - ❑ Together **read** the words on the poster as the child points to each word.
 - ❑ **Make** a set of word cards to match the words on the poster from Day 1. These can be made by the child and the adult.
 - ❑ Have your child read through the words and match the words to the poster.

- **Day 3-Sort the Words**
 - ❑ **Reread** words on the chart
 - ❑ The child uses the word cards to **sort the words**.
 - ❑ Words may be **sorted** in a variety of ways (beginning sound, ending sound, vowel sound, one vowel, two vowels, double letters, spelling patterns, meaning etc.)
 - ❑ Share the categories he/she chose for sorting the words.

- **Day 4-Write Sentences**
 - ❑ **Reread** the words on the chart
 - ❑ The child uses the words from the poster to make sentences.
 - ❑ The adult writes some of the sentences on a new paper to reinforce spacing, correct letter formation and punctuation.
 - ❑ The child may copy a sentence or write one on their own and draw a picture to match the sentence.

- **Day 5- Read Sentences**
 - ❑ **Reread** the words on the chart
 - ❑ Read together the sentences written on Day 4
 - ❑ The child finds words he/she knows in the sentences.
 - ❑ The child practices reading the sentences. The sentences could be cut apart and put back together for extra practice in making sentences.

Finished Product: Share your poster and new words with those around you.

Adaptations:

- Make a picture showing your favorite character from a story or someone in your family. Label your picture with words and use the steps above for each day.
- Find a book cover and use it to generate words.
- Use the word cards to make new sentences.
- Choose one word from your word cards each day and make it **The Word of the Day!** Tally how many times you hear someone say the word in a five minute timeframe.

Use this picture to start labeling! Good Luck!



