| **Title:** How Many Words Can You Find? | **Grade:** 2nd Grade |
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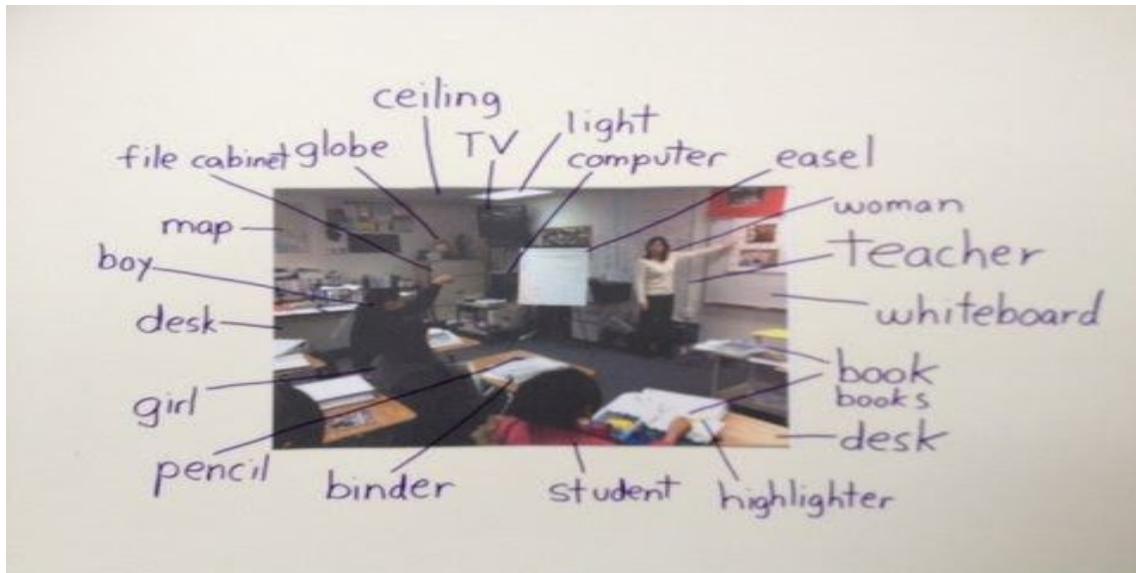| **Content:** Vocabulary for Reading, Writing and Speaking | **Duration:** 15-30 minutes; can be repeated for multiple days |
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**Standard:**
- **RL.2.11:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- **RF.2.3:** Know and apply grade-level phonics in decoding words.

**Objective:**
Students will analyze a picture or study a room in their home and list/label words they notice using the PWIM model. This model uses pictures containing familiar objects, actions and scenes to draw out words from students's listening and speaking vocabularies. This activity builds sight vocabulary for everyday language use as well as being helpful when students read and write.



**Resources Needed:**
- Any room in your home for generating words, or;
- Pictures or photographs of interest to the student
- 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:**
Choose a room or area in your home or select a picture that appeals to your student. 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 or an area of your home you will be using. If it is a picture attach it to a blank paper for writing the words on. If using an area in your room to study, simply make a list on paper.
- Day 1-**Shake out the Words**
   ❏ The student **studies** the room or picture very carefully.
   ❏ The student **points** to something in the picture and **says** the word.
   ❏ **Stretch** out the sounds together and write the word correctly. Assist your student with spelling if needed.
   ❏ **Draw** a line from the word to the picture or if using a room, make a sketch beside the word.

- Day 2-**Read the Words**
   ❏ Together **read** the words on the poster or list.
   ❏ **Make** a set of word cards to match the words on the poster or list from Day 1. Decide how many you will choose from the list to put on word cards.These can be made by the student and the adult.
   ❏ Have your student read through the words and match the words to the poster/room..

- Day 3-**Sort the Words**
   ❏ **Reread** words on the poster
   ❏ The student 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, syllables,meaning etc.)
   ❏ Share the categories he/she chose for sorting the words.

- Day 4-**Write Sentences**
   ❏ **Reread** the words on the poster.
   ❏ The student uses the words from the poster to make sentences.
   ❏ The adult encourages the student to make super sentences.  Take turns adding a word or words to make the sentence longer and more interesting.
      For example:  The lamp gives light.
                     The big lamp gives light.
                     The big lamp with the white shade gives light.
            .    The big gray lamp with the white shade gives bright light.
      See how long you can make your sentences!  Are they super sentences?
   ❏ The student may write and illustrate as many super sentences as desired.
- Day 5- Read Sentences
   ❏ **Reread** the words on the chart

❏ Read together the sentences written on Day 4.
❏ The student 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!