

Handout from : *The Thinking Classroom*

Bibliography

Bennett, Barrie, Carol Rolheiser: *Beyond Monet*, Bookation Inc. Toronto 2001

Bennett, Barrie, Carol Rolheiser: *L'art d'enseigner*, Cheneliere

Bennett, Barrie: *Graphic Intelligence*, Bookation Inc. Toronto (Distributed by Pearson Canada)

Steps 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 paragraph.
 10. Read and review the sentences and paragraphs.
1. Choisir une photo, une affiche/affiche d'apprentissage
 2. Demander aux élèves d'identifier ce qu'ils voient sur l'affiche
 3. Identifier avec une ligne les mots donnés par les élèves
 4. Lire et revisiter les mots
 5. Demander aux élèves de lire les mots et de classer les mots
 6. Lire et revisiter les mots
 7. Ajouter des mots
 8. Amener les élèves à créer un titre pour l'affiche
 9. Demander aux élèves de créer des phrases pour ensuite créer un paragraphe.
 10. Relire les phrases et les paragraphes

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