# Picture Walk

Picture Walk is a pre-reading strategy that familiarizes students with a text/story prior to reading. Students preview the images or graphic features in fiction or nonfiction texts to make predictions, and activate background or prior knowledge to enhance comprehension. Students make sense of new or unfamiliar vocabulary and/or concepts and explore answering questions related to the images in depth prior to engaging with the text/story. Picture Walk can also be useful as a formative assessment tool for teachers.

Individualized

Targeted
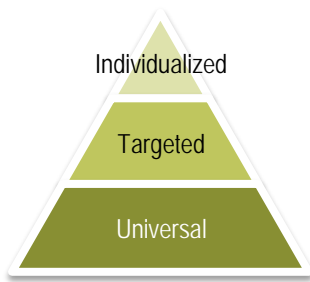
Universal

A teacher's understanding of their students' learning needs helps determine when to provide universal, targeted, or individualized instructional strategies. For some students, universal instructional strategies may be enough to meet their learning needs. For others, more targeted instructional strategies are the starting point for implementing the curriculum. The strategy described is a guideline that teachers can use depending on the learning context.

## Why use this strategy in an inclusive learning environment

- Sets a purpose for reading and provides students with opportunities for using visual cues to enhance comprehension.
- Provides opportunities to make predictions and anticipate the events in a text/story.
- Helps students make connections to the text/story using their prior or background knowledge.
- Provides the opportunity to introduce new vocabulary prior to reading.

## How this strategy could be used in an inclusive learning environment

1. Select a text/story that is a rich source of images or graphic features that relate directly to the text.

2. Preview the cover, title, author, and images or graphic features of the text with students. Use a think-aloud to model how students infer what the text/story is about.

3. Preview the text, either page by page or at pre-selected key sections, encouraging students to make predictions, reflect on cause-and-effect relationships, and make inferences based upon the images or graphic clues on each page.

4. Encourage students to share as many details as possible about characters, setting, and events or information, asking questions to guide their thinking and inferencing skills.

5. When students encounter new or unfamiliar vocabulary, use the images or graphic features to review and build comprehension.

6. Once you have completed the picture walk, read the story with students, pausing to discuss students' predictions and to review the images or graphic clues they used to make predictions.

## Examples

# Text Feature Walk

## Looking for **main ideas** or **topics**?

### Table of Contents

Differentiating Planning and Instruction

### Headings and Subheadings

#### Enhancing instruction

A differentiated instruction approa methods and materials. The use instructional strategies, and these thr enhanced by the use of technology.

#### Speech

Speech is the most frequent mode by found that, on average, students spen listening activities.

### Index

## Looking for **meaning**?

### Image with caption

Visual tools can be essential in as to become active, successful part

special activity | birthday
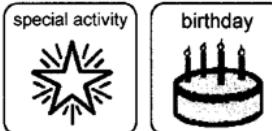
### **Bolded,** Underlined, or *Italicized* text

**Universal design for learning**

Universal design for learning (UDL) is a increase access to learning for all student intellectual, organizational and other barr principles to guide the selection and deve resources and activities that support indiv
- *multiple means of representation,*

### Glossary

| Glossary | |
|---|---|
| **Accommodations (for classroom)** | Any changes to instruction materials, resources, facilit |
| **Assessment data** | Diagnostic assessment dat programming and services. |
| **Augmentative and Alternative Communication (AAC)** | Used to supplement or repl include sign language, letter small message cards, basic mainstream tablets with com |
| **Brailler** | A machine used to produce printing for persons with vis dots. |
| Current | Current documentation ref |

## Looking for **details**?

### Table

The Zone of Proximal Development

| Zone of actual development | Zone of proximal development | | New zone of actual development |
|---|---|---|---|
| STUDENT | TEACHER | JOINT | STUDENT |
| What the student can already do independently | Assistance from teacher, peer or environment | Transition from receiving assistance to working independently | What the student can do independently or in peer and groups |
| | Gradual release of responsibility to | | |
| Independent | **Instructional Approaches** Modelled   Shared | Guided | Independent |

### Graph

The Escalation Cycle

### Diagram

Three-tiered model of positive behaviour support
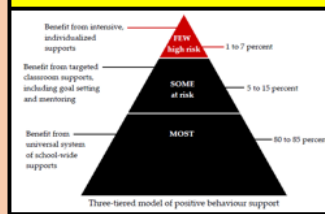
## Tips for individualized supports

- Model the picture walk process individually or in a small group to provide additional practice prior to a larger group activity.

- Use the Word Wall to keep track of new and interesting vocabulary that is encountered during the picture walk.

- Use Idea Builder to help students deepen their understanding of new concepts introduced in the text/story.

- Have students work with a peer or in small groups, providing key academic vocabulary in a student's first language using peer translation or a bilingual dictionary.

Alberta

- Review new vocabulary prior to the picture walk activity and/or provide students with a short list of "look fors" (e.g., key elements, important and/or academic vocabulary) to use while participating in the activity.

- Use a viewing window tracking aid (like a typoscope) over top of the image or graphic features of a text/story to reduce extraneous visual information and focus the student's attention on important visual cues.

- Ensure that students' communication tools have the necessary vocabulary prior to the picture walk activity.

- Provide sentence frames to help students share predictions:
  - *The diagrams and headings tell me I'm going to be reading about _____.*
  - *This is important to the text/story because _____.*
  - *This photo/image tells me _____ about the characters in the text/story.*

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