

SAWP Feb Teacher Conference Showcase Sessions At-A-Glance

Presenter Name	Grade Level	*Presentation Title	Location
Session 1			
Nancy Gregory	6-12	Using Writing-to Learn Activities to Deepen Student Learning	FS 3.402
Honor Moorman	4-12	Where Are Your Poems Hiding?: A Poetry-Writing Workshop	FS 3.406
Sarah Rossett	elementary-middle	Teaching Conventions through Minilessons and Inquiry	FS 3.512
Mary Ellen Galloway	all	Seeing Yourself as a Writer	FS 3.530
Therese Fleming	all	Oh Boo Hoo, So You've Lost Your Children: Getting Them Back With Urban Legends and Other Twisted Ideas	FS 3.528
Jennifer Hall	6-12	Seeking Beta Readers	FS 3.418
Session 2			
Lennie Irvin	middle-college	Minimal Marking: A Technique for Responding to Student Writing and Teaching Grammar and Editing	FS 3.402
Honor Moorman	4-12	Where Are Your Poems Hiding?: A Poetry-Writing Workshop	FS 3.406
Nora Gonzalez	elementary	Writing Across the Curriculum	FS 3.512
Shannon Blady	elementary-middle	Non-Limited Non-Fiction: Exciting Strategies for Expository Texts	FS 3.536
Therese Fleming	all	Oh Boo Hoo, So You've Lost Your Children: Getting Them Back With Urban Legends and Other Twisted Ideas	FS 3.528
Session 3			
Nancy Gregory	6-12	Using Writing-to Learn Activities to Deepen Student Learning	FS 3.402
Joni Koehler	6-12	Home By Eleven and Other Stories: Moving from Journal Entries to writing with a new Purpose, Organization, Point of View, or Perspective	FS 3.406
Sarah Rossett	elementary-middle	Teaching Conventions through Minilessons and Inquiry	FS 3.512
Shannon Blady	elementary-middle	Non-Limited Non-Fiction: Exciting Strategies for Expository Texts	FS 3.536
Mary Ellen Galloway	all	Seeing Yourself as a Writer	FS 3.530
Kalpna Iyengar	secondary-college	<i>Things Fall Apart</i> : A Learner-Centered Approach to Teaching Writing	FS 3.528
Jennifer Hall	6-12	Seeking Beta Readers	FS 3.418

SAWP Conference Presenters
February 2, 2008, UTSA Downtown Campus

Presenter Name	Level / Range	Title	Presentation Description
Gregory, Nancy FS 3.402 Sessions 1 & 3	6-12	Using Writing-to Learn Activities to Deepen Student Learning	Writing-to-learn activities are short, yet powerful, ways to integrate reading, writing, and thinking. These activities can be used to help students access prior knowledge, trigger class discussion, build student engagement, assess student understanding, and develop critical thinking skills. In this session, we will look at a variety of short in-class assignments that will deepen student learning and, in the process, prepare students for TAKS without resorting to tedious worksheets.
Moorman, Honor FS 3.406 Sessions 1 & 2	4-12	Where Are Your Poems Hiding?: A Poetry-Writing Workshop	Yuan Mei writes, "Only be willing to search for poetry, and there will be poetry," but as Naomi Shihab Nye says, "poems hide." In the writing-workshop environment, with mentor texts and mini-lessons on the sound and sense of poetry, students uncover their poems and discover new ways to shape them on the page. Although the resources and lessons being shared in this session were originally developed for sixth-grade students at a Title I middle school, they could easily be adapted for students of all ages.
Blady, Shannon FS 3.536 Sessions 2 & 3	elementary, middle	Non-Limited Non-Fiction: Exciting Strategies for Expository Texts	This presentation focuses on the benefits of incorporating non-fiction texts into reading centers and during whole group reading instruction. The presenter will demonstrate writing response activities such as Add-a-Page and Multi-Genre projects that can be used across content areas.

<p>Fleming, Therese</p> <p>FS 3.528</p> <p>Sessions 1 & 2</p>	<p>All</p>	<p>Oh Boo Hoo, So You've Lost Your Children: Getting Them Back With Urban Legends and Other Twisted Ideas</p>	<p>"Ay mis hijos!" I know why Llorona was crying; she was a writing teacher, "Donde están my writers!" Are your writers lost, too? Do you find yourself wondering where the nearest source of water is located? To throw yourself in or your students, you can't be sure, but you can put an end to everyone's frustration and advance reading, research and writing skills as well. Give your students what they want: scare the heck out of them and get them writing about what they know. Surf the web and wade across content areas and discover joint writing projects that set your students free and save you a few <i>canos</i>. History, psychology, and world mythology are just some of the areas we'll roam as we dive head first into streams of urban legends right in our own backyard.</p>
<p>Galloway, Mary Ellen</p> <p>FS 3.530</p> <p>Sessions 1 & 3</p>	<p>All</p>	<p>Seeing Yourself as a Writer</p>	<p>As teachers, we want to motivate our students to be passionate about writing. This is difficult to do unless we have first identified ourselves as authors. In this session, I hope to demystify the act of writing a bit and help you connect with the poet, playwright, or storyteller that lives in you! Using material from teachers of the craft such as Julia Cameron, Annie Lamott, and Natalie Goldberg, we will recognize the obstacles that keep us from putting our words on paper and begin to move past them.</p>

Gonzalez, Nora FS 3.512 Session 2	elementary	Writing Across the Curriculum	This presentation focuses on incorporating writing in the elementary social studies program. Examples of writing in poetry, freewrites, research writing, and using ABC books will be presented.
Hall, Jennifer FS 3.418 Sessions 1 & 3	grades 6-12	Seeking Beta Readers	The conventional wisdom is either that kids don't like to write or that their writing is irretrievably damaged by the technology that they use (instant messaging, e-mail, social networking, etc). Nothing could be further from the truth. Your students do plenty of writing on their own time and are passionately interested in being understood. You just have to meet them in the middle, and the best way to do that is to adapt some of the technologies that they already use.
Irvin, Lennie FS 3.402 Session 2	middle through college	Minimal Marking: A Technique for Responding to Student Writing and Teaching Grammar and Editing	Evaluating writing is one of the most labor intensive things we do as teachers, and studies have shown that students often don't gain much from all our annotations and corrections. This demonstration outlines a method for grading essays that saves teachers time and makes the review of our evaluations an opportunity for students to learn grammar.
Iyengar, Kalpana FS 3.528 Session 3	secondary through college	<i>Things Fall Apart</i> : A Learner-Centered Approach to Teaching Writing	My presentation is a strategy to help remedial students to learn to write essays based on a rhetorical analysis of the novel, "Things Fall Apart." It is based on a thematic analysis of the novel that enable students to relate to their life problems. If appropriate leads are discussed, they will write on specific topics along with sharing

			their thoughts in the established learning community. The process also facilitates students to learn all the language skills effectively.
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Koehler, Joni FS 3.406 Session 3	6-12	Home By Eleven and Other Stories: Moving from Journal Entries to writing with a new Purpose, Organization, Point of View, or Perspective	In this presentation, Joni Koehler will lead participants in writing exercises based on Peter Elbow's concept of looping. Elbow describes looping as an approach that falls in the middle of the spectrum between direct writing and open ended writing. Koehler used looping to help her language arts students take freewriting from their journals and transform ideas into polished pieces with a new twist.
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Rossett, Sara FS 3.512 Sessions 1 & 3	7-12, Pre-AP	Image Grammar	Image grammar assists students in unfolding a more mature style using five syntactical structures which published writers use most often. While viewing paintings and having fun, students employ their own brushstrokes to create memorable word pictures.
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