

With Different Eyes

*A Conference
for English
Language
Learners
Across the
Disciplines*

Special Guest Speaker

Michele Serros

*Author of Chicana Falsa and How to be a
Chicana Role Model*

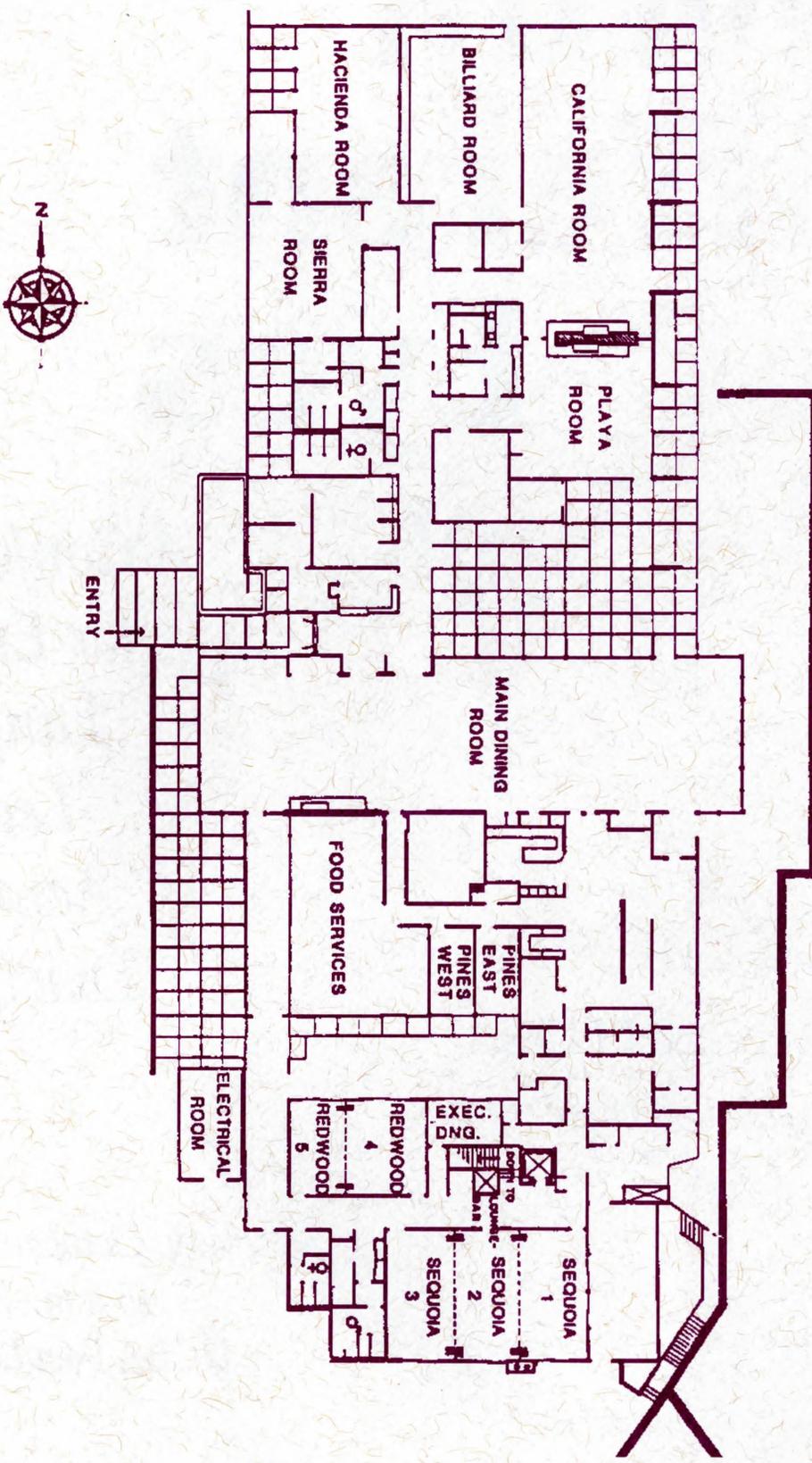
*Saturday, October 20, 2001
7:45 a.m.–3:00 p.m.
UCLA Faculty Center*



UCLA WRITING PROJECT • CENTER X

UCLA GRADUATE SCHOOL OF EDUCATION & INFORMATION STUDIES

U.C.L.A. FACULTY CENTER



With Different Eyes

A Conference
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Program

7:45 a.m. – 8:30 a.m.

Registration and continental breakfast
Main Lobby and Patio

8:30 a.m. – 9:45 a.m.

Session I Workshops

10:00 a.m. – 11:15 a.m.

Session II Workshops

11:30 a.m. – 12:45 p.m.

Session III Workshops

1:00 p.m. – 3:00 p.m.

Lunch
Main Dining Room

1:45 p.m. – 2:45 p.m.

Special Guest Speaker

Michele Serros

Author of *Chicana Falsa* and
How to be a Chicana Role Model

All day Book Fair in the California Room

Dutton's Bookstore of Brentwood and **Cultura Latina** of Long Beach are displaying multicultural literature and books designed for students in the process of acquiring English as well as a selection of literature of particular interest to teachers. We thank both of our vendors for co-sponsoring our continental breakfast.

Be sure to look for books by Michele Serros, our keynote speaker. She will be signing copies of her books at a special table in the **California Room** at the end of her presentation.

Saturday, October 20, 2001
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Born in Oxnard, California, **Michele Serros** was still a student at Santa Monica College when her first book of poetry and short stories, *Chicana Falsa* and other stories of Death, Identity and Oxnard, was published. When Lalo Press the original publisher, went out of business, Serros sold copies of the book from her garage, and since then, *Chicana Falsa* has become required reading in high schools and universities nationwide. An award-winning poet and commentator for National Public Radio, Serros has released a spoken-word CD on Mercury Records and toured with Lollapalooza as one of their "Road Poets." She was selected by the Getty Research Institute and the Poetry Society of America to have her poetry placed on MTA buses throughout Los Angeles County and has been a featured contributor for the Los Angeles Times children's fiction section. Serros, who was recently named by **NEWSWEEK** as one of the top young women to watch for in the new century, made the Los Angeles Times Best Seller List with her newest collection of humorous fiction, *How to be a Chicana Role Model*. Currently living in New York City, Michele is working on a young adult novel tentatively titled *Notes for Medium Brown Girl* and continues to speak at high schools, correctional facilities, and universities across the country.

SESSION I 8:30-9:45 A.M.

WRITING + MATHEMATICS = NUMBER STORIES (K-3)

Rica Gocco, Edison Elementary School

How can we teach students that numbers are a part of their everyday experience? Connect numbers to writing! Learn a step-by-step approach to teaching number story writing.

DOWNSTAIRS LOUNGE

LOOKING AT THE WORLD THROUGH MULTIPLE LENSES:

ADVANTAGES OF BILITERACY (K-Univ.)

Norma Mota-Altman, San Gabriel High School and Juan Reyes, LAUSD

Why should we offer our students the opportunity to maintain their first language and culture? Is biligualism really a way to build bridges? This presentation invites you to share writing, music, poetry and personal thoughts regarding the power of bilingualism and biliteracy in the context of our present world situation.

SEQUOIA 1

MAKING CONNECTIONS THROUGH GEOGRAPHY (3-5)

Linda Weissler, Clover Elementary School

We will be "doing" interactive lessons that will teach your students a variety of concepts on cultural and physical geography. With an emphasis on vocabulary, these activities will provide English learners opportunities to heighten their interest and awareness of the diverse natural and political geography of our country and world.

SEQUOIA 2

CHANGING GENRES: NARRATIVE TO DIALOGUE (3-8)

Barbara Ellis, Bellagio Newcomer School

When our students create plays, they exercise higher levels of thinking and creativity, while achieving in-depth understanding of characters. Participants will learn a simple approach to transforming a story into play format.

SEQUOIA 3

DISCOVERING FRANKENSTEIN: DESCRIBE, BECOME, AND WRITE WITH EASE ABOUT ANY CHARACTER (7-12)

Cara Hendren, Nimitz Middle School

Are characters one-dimensional for your students? Are characters left trapped and dry on the pages of exciting texts such as Frankenstein? Come make this monster a multi-dimensional friend through character description, vocabulary enrichment, role-playing and letter writing. After these activities, students will be well equipped to write a character essay citing the text and utilizing more sophisticated vocabulary.

PLAYA

THE ZAPATISTA MOVEMENT: CONNECTING HISTORY, LITERATURE AND THE MODERN WORLD (6-12)

George Acosta, Santa Monica High School

Gain a greater understanding of the Zapatista Movement and the cultures of the indigenous peoples in Chiapas, Mexico. Discover strategies for engaging students in critical thinking as they learn to connect the Zapatista Movement to a wide range of literary texts and historical events.

HACIENDA

HELPING WRITERS IMPROVE FROM DRAFT TO DRAFT: ORGANIZATION, DEVELOPMENT, STYLE, AND WORD CHOICE (8-Univ.)

Faye Peitzman, UCLA

How can we help English learners improve their writing dramatically during the academic year? In this workshop, we will take a careful look at some student writing samples to determine what these writers already can do and what the next steps might look like.

SIERRA

SUPPORTING SCIENCE CONTENT KNOWLEDGE THROUGH CHILDREN'S LITERATURE (9-12)

Lisa Jones-Rath, Birmingham High School

Children's literature provides the background knowledge necessary for acquiring more complex content. Students of all levels of English fluency tend to connect to children's stories. Through discussion, students expand their background knowledge, enabling them to meet the rigorous demands of the secondary science curriculum.

REDWOOD

SESSION II 10:00-11:15 A.M.

LITERATURE RENOVATIONS: STUDENT WRITTEN BOOKS (K-5)

SIERRA

Rose Lynn Abesamis, Linda Vista Elementary School

A literature renovation is a book written by students, based on the language patterns they notice in another piece of literature. Join us as we engage in this approach to writing books at the primary level.

IMMIGRANT STUDENTS: TOMORROW'S BILINGUAL TEACHERS (K-Univ.)

REDWOOD

Steven Zimmer, Marshall High School

This workshop will share insight as to how a school can develop a Multilingual Teacher Career Academy program on their campus. In the MTCA model, transitioning ESL students are recruited and combined in classes with honors and at-risk students who are interested in becoming bilingual/bicultural teachers. The three-year program offers intensive college preparation service, learning internships, guidance, language development and placement in LAUSD's career ladder upon graduation.

CREATING SCIENCE RIDDLES THROUGH OBSERVATION AND INVESTIGATION (1-5)

SEQUOIA 1

Raquel Ponce, Cesar Chavez School

Come observe and read about insects! Then create riddles demonstrating your literal and grammatical comprehension of the information gathered. This is a lesson to use with students of all levels for fun and instruction across the various content areas.

CREATING CULTURALLY RELEVANT SOCIAL STUDIES UNITS FOR ENGLISH LEARNERS (2-5)

SEQUOIA 2

Laura DuMond-Kerr, Ford Elementary School

Join us as we discuss a multicultural approach to teaching and experience a process for developing culturally relevant social studies units. The emphasis will be on teaching students for whom English is a second language.

INQUIRY: IT WORKS WITH ELL STUDENTS (4-8)

SEQUOIA 3

Elsa Jimenez, Menlo Avenue School

Inquiry is an approach based on the idea that all the learners should negotiate the curricula. In this workshop, participants will learn about the inquiry approach and have the opportunity to engage in developing questions about a text through careful reading and group discussion.

PRACTICAL STRATEGIES TO SUPPORT ENGLISH LEARNERS' ACCESS TO HISTORY TEXTS (6-12)

PLAYA

Jonathan Wenn, Roosevelt Middle School

This presentation focuses on the need to increase ELL students' comprehension in content area instruction through the use of grade-level textbooks. First, we'll model four reading strategies to enhance participants' understanding of the techniques. Then, participants will have the opportunity to engage in small groups to experience what students experience and then to debrief as to how they can implement these methods in their classroom.

ART AS A POSTREADING-PREWRITING ACTIVITY (9-12)

DOWNSTAIRS LOUNGE

Mischa Martin, Francis Polytechnic High School

"I don't know what to say!" How often have we heard that when asking students to analyze literature? Using art as a postreading-prewriting activity releases the imagination and allows the brain to function differently. It gives students something truly original and organic to say about what they have read. This activity is particularly effective with English learners and students resistant to writing.

HELPING WRITERS CORRECT ERRORS: LET RESEARCH BE YOUR GUIDE (9-Univ.)

HACIENDA

Christine Holten, UCLA

This presentation provides an opportunity for participants to examine language and vocabulary issues in student writing in order to both prioritize issues that need to be addressed and develop effective instructional strategies. The presenter will also provide information from second language acquisition and error correction research about the "what" and "how" of responding to student drafts.

SESSION III 11:30 A.M.-12:45 P.M.

THROUGH PARENTS' EYES: CULTURALLY COMPATIBLE LITERACY PRACTICES (K-5)

HACIENDA

Rosa Furumoto, UCLA and Socorro Berumen, Teresa Hernandez and Juanita Ojeda, parents

Touch, taste and experience activities designed to trigger memories of culture and family. Latina parents share culturally compatible family literacy programs and practices they have developed to support student reading and writing. An informative packet will be provided.

SOJOURNER TRUTH AND YOUR COMMUNITY: TURNING THE WORLD RIGHT SIDE UP AGAIN (2-5)

REDWOOD

Kate Beudet, Compton Avenue School

This workshop utilizes art, authentic text and discussion in a Socratic seminar format as preliminaries to writing with a critical perspective on our community. Students are then asked to consider how they can be involved in affecting change. This lesson aims to introduce young children to the ideas of social justice and political activism by linking history and personal experience.

HUMAN WRITES—A JOURNEY INTO PERSONIFICATION (3-12)

SEQUOIA 1

Corina Carrasco, Thomas Starr King Middle School

Personification is fun, but have you ever thought of using it to persuade, reflect or narrate? Come explore ideas that use student personification for a variety of purposes across the curriculum and engage your students in a fun and constructive manner.

MICHELE SERROS IN THE CLASSROOM (6-12)

SEQUOIA 2

Sidnie Myrick, Francis Polytechnic High School

This workshop explores two strategies using pieces from *Chicana Falsa*. Use Directed Reading Thinking Activity with "Dead Pigs Revenge," and see how students take first steps at analysis, comparing "La Letty" and "Sally" from *The House on Mango Street*.

USING SLAM POETRY TO REACH EVERY STUDENT (6-Univ.)

SEQUOIA 3

Jessica Simmons, Nimitz Middle School

Students need to feel empowered as authors of poetry. Slam poetry will convince even the most reluctant writers that poetry is engaging to listen to and anyone and everyone can write it! Together we will watch video clips, listen to recordings and read slam poetry, using it as a model for writing, while exploring the connections between the written/spoken word and performance.

MULTICULTURAL LITERATURE: FACILITATING BICULTURAL IDENTITY AND VOICE (7-12)

SIERRA

Theresa Montaño, UCLA

Using the literature of Michele Serros, this workshop will provide participants with ideas for developing a critical bicultural voice and identity, encouraging social activism in Latino/Chicano students.

WRITING THE PERSUASIVE PAPER: TAKING ON SOCIETAL CONTROVERSIES (9-12)

DOWNSTAIRS LOUNGE

Christina Wenger, Northview High School

Through scaffolded reading activities, we will use short stories and informational texts to help shape and support our political and ethical views. We will start writing a persuasive essay defending our positions, critiquing our world, and taking steps to change it. Student samples will be provided.

READING AND STUDY STRATEGIES FOR ACADEMIC SUCCESS (9-Univ.)

PLAYA

Linda Jensen, UCLA

Come explore a variety of readings and study strategies which should be included in an English curriculum. These strategies include improving concentration and study skills, developing critical reading skills, expanding vocabulary and increasing reading rate and comprehension skills.

Conference Chair, UCLA Writing Project

Faye Peitzman

Conference Sponsors

Aimée Dorr, Dean

UCLA Graduate School of Education & Information Studies

Jody Priselac and Megan Franke, Co-directors

UCLA Center X

UCLA Graduate School of Education & Information Studies

Program Coordinators

Rey Acacio II

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ABOUT THE UCLA WRITING PROJECT

The UCLA Writing Project, a site of the California Writing Project and the National Writing Project since 1977, is a professional development network for teachers of writing from elementary school through university. Each summer we offer invitational institutes which draw together experienced writing teachers who share their expertise, work on their own writing and discuss current research and issues in the teaching of writing. More than 700 teachers in the greater Los Angeles area have become UCLA Writing Project fellows. We offer a variety of shorter workshops and institutes for teachers each summer and professional development series in schools during the academic year.

