

Session	Presentation Title	Presentation Abstract	Presenters	Grade Level	Interest Group
1	Kinesthetic Learning in the Classroom	Kinesthetic Learning is a valuable tool for both students and teachers. Compared to more passive forms of teaching (i.e. lecturing), active forms of learning tend to offer more benefits to students. In our presentation, we will cover the positive results of kinesthetic learning and provide creative ways to incorporate it in the classroom-- specifically from middle and up. We also want to incorporate student responses to this type of learning compared to how they respond to other forms of teaching (visual, auidial, etc.).	Magdalena Flores Maria Laxamana Nikko Capati Via De Fant	Elementary, Middle, High	
2A	Interactive Games and Language Arts: Do interactive games help students better comprehend grammar and mechanics?	The presentation will investigate if interactive games increase a student's ability to understand how and why grammar is used. Within the investigation I will discern in what ways and how far interactive games improve comprehension. Then I will investigate the weaknesses in using such games and offer alternatives for those areas.	Emilee Beachy	Pre-school, Elementary, Middle, High	
2B	Technology in the Classroom	This presentation focuses on technology in the classroom with teacher guidance. Specifically, I will be talking about the advantages of using smartphones in the classroom and reasons teachers should allow their students to use them as tools for learning.	Janine Taitano	Middle, High	
3	"Dear Future Student": Examining Letter Writing in the Classroom	This research focuses on the use of letter-writing in the classroom. Data gathered from a content analysis of advice letters written by students in two UOG Freshman Composition classes reveals various benefits for students on academic, personal, and interpersonal levels.	Verna Zafra-Kasala		
4	Teaching Symbolism (and more) Through Songs	The goal of this presentation is to acknowledge, demonstrate, and implement the use of songs to teach various literary terms. Teachers and professors oftentimes underestimate the value of explicit instruction of terms like symbolism, simile, metaphor, allusion, allegory, etc. Based on the experiences of upper level college students, the expectation to fully have acquired and comprehended these terms increases, but the problem stems from a poor understanding of these literary terms. Although text based instruction can be useful, others such as including music or storytelling through songs could prove to aid in the understanding of these literary terms. In this workshop, secondary teachers will have the opportunity to participate in a lesson where they identify and explain the meaning of symbols within song lyrics.	Kristin Cruz Thomas Santos	Middle, High	Reading
5	Incorporating Writing with 3D Pen	Objective: Students will be able to integrate writing to express their understanding of the mechanics and electronics with simple structure. The write-up will show useful operations: a high reliability of at least 85% accuracy by using a 3D pen. The small-scale 3D pen will be handled by all students to create simple form made of filament. Materials: 3D pen, smartboard, a power adapter, jam clean tool, 60g ABS 1.75 material, Exemplars. Vocabulary: ABS, power on/off, LED light, Extruding Button, Drawing material, Reverse button. Goal 1: The targeted skills are writing narrative, informative, persuasive texts. Assessment: Self-assessment and essay papers need to express students' understanding of the 3D pen. Investigate-Plan-Make: Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety & health to understand and follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create? **Please be aware of students' writing, discipline, and their time working together.**	Dr. Bayron Martinez	Elementary, Middle, High	Writing

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6	Content-Based Language Development Framework for Pacific Islanders at the Post-Secondary Level	The workshop will introduce the participants to a content-based language development (CBLD) framework. The CBLD framework does not focus on the comprehension of the input (reading, or lecture) but focuses on controlling how the students understand the input, or how the students “uptake” the information of the reading, or lecture. The second phase prepares the student for the presentation of a product. The third phase deals with student product (out-take). A distinction is made between the “output” – what will be assessed – and the “out-take” – what the students will be given formative feedback on. The students are given feedback on their “out-take” to help them develop their language. In this framework, the emphasis is on “minimizing noise” on the “uptake,” preparing the student for purposeful out-take, and “maximizing opportunities for feedback” on the out-take. The workshop participants will choose content and using that content create lesson plans based on the framework. The focus will be on developing language, and how students fair in college courses, discussing some of the challenges students face in college courses.	Diane Thurber Tressa Cundiff Jose Cruz, Jr.		
7	Digital Interactive Activities in the Classroom	Since technology is slowly starting to become more implemented into the classrooms, teachers are looking for ways to use it in their teaching methods and classroom lessons. Instructional time in a classroom mainly consists of lesson lectures and/or in-class assignments. Not many teachers do interactive activities in the classroom because they require too much work or are too difficult to manage. However, with the help of technology, interactive activities provide an easier way for teachers to use it in their lessons and is also an enjoyable way for students to learn. Some students can find it difficult to study content material on their own or can't fully understand the lesson through regular lecture. Interactive activities are beneficial for students and provide a solution to these problems. A few examples of digital interactive activities include interactive games, movement activities and Q&A sessions. The goals are to promote the use of digital interactive activities, teach how to use them in a classroom, and showcase the benefits and outcomes of these methods.	Jezaiah Valencia Krizia Raqueno Jenica Velasquez	Elementary, Middle, High	ESL Reading Writing Technology
8	Group Poetry	Participants will group together and will collaborate to write a group poem. This activity can be used to encourage group participation and creativity.	Megan Taitague	All	Writing
9	Low Tech or No Tech	My presentation will combine communication and language comprehension through low-tech/ no-tech teaching techniques, specifically using a memory word game. This presentation is designed to reduce multimedia elements and increase comprehension as well as cohesion in the classrooms. Techniques include flash cards and hands on activities with students to increase language arts learning capabilities through problem solving, comprehension, and memorization.	Rita Taitano	Elementary	ESL Reading
10	Edmodo: Learn Together	The presenters will be discussing how social medial is a prevalent part of modern life and there is a way to connect education to it: Edmodo. Edmodo is a tool that educators can use to connect students through technology	Deion Aguon Didreanne Libranda		Reading Writing
11	Teamwork Makes the Paragraph Work: Success Through Collaborative Writing	This workshop will explore how collaborative writing contributes to student success and will offer resources for teachers. Facilitators will conduct collaborative writing activities primarily geared toward the 3rd-4th grade levels. Resources provided include K-5 variations of these activities for classroom use.	Arielle Taitano Lowe Kohaku Flynn Kayle Tydingco Fu'una Sanz	Elementary	

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12	ESL Hybrid Method for Student Success	Prejudice is not unknown to English Language Learners (ELL). There are many different programs and models for these students to learn and acquire their new language of instruction, such as the push-in and pull-out strategies. Utilizing the hybrid model (combination of push-in and pull-out strategies) of instruction will help English Language Learners overcome prejudiced attitudes in the classroom by means of creating an inclusive classroom environment, reducing the fear of stress and anxiety, and providing equal educational opportunities.	Jeseca Valencia Angelica Dela Cruz	Elementary	
13	Teamwork Makes the Paragraph Work: Methods of Collaborative Writing	This interactive panel focuses on the benefits of collaborative writing and provides resources to use collaborative writing methods in the elementary classroom. A lesson geared toward 3rd-4th graders will be presented, along with the outcomes of the Dec. 1st "Success Through Collaborative Writing" workshop. Resources and lesson plans will be provided for grade levels K-5. Previous attendance at Dec. 1st workshop not required.	Arielle Taitano Lowe Kohaku Flynn Kayle Tydingco Fu'una Sanz	Elementary	Writing
14	Carved in Relief: 15 years of <i>Storyboard</i>	In 2009, Pacific scholar David Hanlon argued that "Micronesia remains largely quiet and unacknowledged in American literary imaginings of the Pacific. More importantly, there exist precious few writings by the peoples called Micronesians" (99). <i>Storyboard: A Journal of Pacific Imagery</i> is one place to find these precious writings. <i>Carved in Relief: 15 Years of Storyboard</i> , is a forthcoming anthology, a kind of "greatest hits" collection drawn from the first fifteen issues of this journal that began in 1991. This anthology represents a diversity of regional themes and celebrates the unique voices of our island communities. We believe the selections offer students and emerging writings wonderful models, and teachers valuable classroom resources. The presentation team, Drs. Andrea Sant and Monique Storie and Managing Director of UOG Press Victoria-Lola Leon Guerrero, will offer a quick history, an introduction to several of the new anthology's teaching units, and then guide conference participants through two classroom activities exploring the themes of Education and Identity.	Dr. Andrea Sant Dr. Monique Storie Victoria-Lola Leon Guerrero		
15	The Value of Storytelling in the Pacific	Storytelling is an effective way to encourage and build language development. It is universal and enables us to understand who we are, where we come from, and how to live in the universe. It naturally encourages others to listen not just to the words being spoken, but to the message, emotion, and experiences of the storyteller. Join us as we explore the importance of storytelling in the Pacific.	Dr. Matilda Naputi Rivera	All	ESL Reading
16	Translingual competencies for our ESL students' success	The session aims to increase the ESL educators' and other stakeholders' awareness about the challenges that the ESL education system may face due to the Common Core States Standards and to recognize the need for a new approach for the ESL education in Guam. The presenter will first discuss the trending move of K-12 ESL teachers' evolving roles in the Common Core era in the United States, then will speculate on its feasibility and practicality in Guam public s, and will propose integrating a translingual approach with the Sheltered Instruction Observation Protocol (SIOP) model to better prepare our ESL students to succeed in the linguistically and culturally diverse community of Guam.	Lynsey J. Lee	Elementary, Middle, High	Writing ESL
17A	Teaching through Video Animation	The presentation will discuss the benefits of using video animation to teach concepts in the classroom. The combination of speaking, writing, and visual production in video animation makes it appropriate for use in the classroom. The presentation will additionally discuss how teachers can assign projects for students to expand on written assignments and creatively remake them into short animated videos using free online programs.	Annalyn Tenorio	Middle, High, College/ University	Writing Technology

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17B	Encouraging Cultural Diversity on the Playground through Language Arts	This presentation will focus on language arts outside the classroom, specifically in social spaces such as the playground, where the language arts is incorporated to encourage cultural diversity. The presenter will discuss the ways teachers can facilitate this for the benefit of their students.	Reba Ourun	Elementary, Middle, High	
18	The Importance of Mastering Pre-school Math Concepts by 2nd Grade	This presentation will review 3 years of data that follows a cohort of students from Kindergarten to the end of 2nd grade. The Boehm Test of Basic Concepts-3(Boehm-3) and the Wide Range Achievement Test-4 (WRAT-4) were used to assess: (1) Student mastery of Pre-school mathematics and Pre-school science concepts at the end of each grade level using 2 alternate forms of the Boehm-3, and (2) Computational mathematics achievement, using 2 forms on the WRAT-4. A total of 36 students were included in the cohort study and correlations were used to observe the relationship between concept learning to computational math achievement. There were 16 females and 20 males from diverse cultural backgrounds included in the study. The researcher is hypothesizing that it is the lack of mastery of these essential concepts that may be a key variable in understanding underachievement in Math among Pacific island students.	Dr. Velma Sablan	Elementary, College/ University	ESL Reading Professional Learning Community
19	EN/LN 501 Class Research Showcase	The graduate students enrolled in EN/LN 501: Graduate Research and Documentation will be presenting their individual research on various topics in linguistics and literature. Jason Aquino will be presenting on dialectical differences between Batangas Tagalog and Manila Tagalog. Kohaku Flynn will be presenting on discrepancies between American and Japanese 7th grade history textbooks focusing on the representation of World War II. Fu'una Sanz will be presenting on dialectical differences between Chamoru female speakers of different generations. Kayle Tydingco will be presenting on the evaluation of Ray Bradbury's short stories and application in middle classrooms.	Dr. Hyun-Jong Hahm Jason Aquino, Kohaku Flynn, Fu'una Sanz, Kayle Tydingco	Middle College/ University	
20	Angelina Ballerina: Teaching Ballet Terms	KCR presents "Angelina Ballerina: Teaching Ballet Terms." This presentation using the scratch software will teach students fundamental ballet moves in French and English, as well as describing them, connecting form and meaning.	Krizia Raqueno		
	Attributive and Predicative Adjectives	Scratch is a computer program that supports the development of 21 st century skills, such as critical thinking, problem solving, communication, collaboration, creativity, and innovation. With scratch, a person is able to create their own interactive stories, games, and animations through the process of coding. In my Scratch project, I created an informational game about Attributive and Predicative Adjectives. My targeted interest groups for this project are mainly towards students in middle and high school.	Jesseca Amber Valencia		
	Learning Chamoru Vocabulary	I am presenting a game made using Scratch, a multimedia programming tool that showcases a way for students to learn CHamoru vocabulary. Users of the game can enter different environment/settings to memorize and comprehend various Chamoru terms that label and identify the items and people around them.	Annalyn Tenorio		
	Forensic Linguistics: An Introduction		Brittney Tedtaotao		
	Match and Catch		Angelica Dela Cruz		

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21	Culture in the Classroom: Using Legends to Teach	My presentation will consist of a power-point presentation about how Language Arts/English Teachers can utilize legends or stories from their students' cultural backgrounds in classroom lessons. I will share a brief personal testimony about how I came face to face with discrimination during my learning experiences as a student in grade . This will lead into the main topic of my presentation about how teachers should use legends or stories that pertain to their students' cultural backgrounds in their classrooms. After presenting this idea, I will share the benefits of using legends for teaching. I will end my presentation with a question and answer session to clarify any concerns the audience might have.	Jianna Barcinas	Elementary, Middle, High, College/ University	Reading Writing
22	Developing the Metacognitive Learner	As a culminating project, students in Barbara Whalen's Fanuchanan 2017 EN110-Freshman Composition sections decided to explore the current issues of today's freshmen based on a list of common values they've created as a class as result of the course's unified curriculum on learning language and academic writing. This project is modeled on Community Based Research that empowers students to serve real-world community needs while developing their own ideas through the participatory research process. The presentation will include the students' findings and strategies to increase active reading, group work, and online engagement that foster the metacognitive learner in and out of the classroom.	Barbara Gail Jacala-Whalen	High, College/University	Reading Writing Technology
23	Strategies for Developing ELLs Reading Skills, Grades K-12	The number of students whose first language is not English is increasing yearly in the Micronesian region. Teachers in the K-12 system often have a difficult time in ensuring that English Language Learners (ELLs) in their classrooms actually understand what they read. In this presentation, ten effective strategies will be provided showing how to adapt or modify classroom materials to make them more comprehensible to non-native English speaking students. In this hands-on workshop, participants will adapt reading materials through a series of suggested strategies.	Dr. Evelyn Doman	Elementary, Middle, High	Reading ESL
24	The KLARU Test: How to Help Students Spot #FakeNews	Seeing fake news is a new reality for news consumers around the world, including in Guam and Micronesia. Media literacy skills are needed more than ever before. To address this need, this workshop will cover how educators can help students learn how to distinguish real from fake news. A fun quiz will kick off the presentation. During the short quiz, presenters will ask attendees to distinguish real from fake news. The presenters will then share the correct answers and scores. After the quiz, the presenters will share key takeaways from recent studies about the spread of fake news. They will discuss the prevalence of fake news on the internet and on social media as well as the consequences for news consumers, especially young adults. The presenters will discuss solutions, such as the widely used CRAAP (Currency, Relevancy, Authority, Accuracy and Purpose) Test. They also will unveil their very own KLARU Test, a local companion to the CRAAP Test. Lastly, the presenters will share a link where attendees can download a sample assignment and a checklist for their lesson plans. The goal is for attendees to leave with tools and enthusiasm to help students spot #fakenews.	Catherine Payne John Payne II	High, College/ University	Reading
25A	From Stress to Student Success: Classroom-based Activities and Strategies for Helping Students Manage Stress, School, and Life	With the demands of assignments, particularly reading and writing tasks, stress is inescapable reality for our students. While seemingly elusive, stress typically manifests when there are too many demands placed on us - demands like assignments, social relationships, family responsibilities. When stress becomes overwhelming and we do not manage it well, stress inhibits our students' abilities to succeed in their assignments, in their relationships, in their lives. Fortunately, there are signs of stress that teachers can recognize. When recognized, teachers can then help their students learn to cope with stress in order to better manage it. This presentation will discuss some activities that can help teachers help students go from stress to student success. Among these activities include strategies for destressing, gaining focus, and managing time.	Brittney Tedtaotao		

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25B	Building a Healthy Lifestyle through Journaling	It is no secret that many people on Guam struggle with chronic health conditions, many of which are preventable. Many of us do not have a second thought about being diagnosed with a chronic health condition until we are told we are diagnosed with it. My presentation will focus on providing education for elementary students on building healthy habits in an attempt to prevent diseases and illnesses through journaling. The presentation will provide educators a lesson plan on how to engage both students and their parents in health education through the writing process of journaling. This lesson will help children succeed in life through the language arts by helping them build lifelong healthy habits inside the classroom, at home and throughout their lifetime.	Kalyne Roberto	Elementary	Writing
26	Formal vs. Informal	I will present my scratch game about Informal versus Formal language. My scratch game will be a quiz game of which statements are either Formal or Informal.	Nikki Marie Java		
	Nouns	I will be presenting on nouns. My characters will be teaching the basic information/definition about nouns.	Gabrielle Villa		
	“Pangengalan” Nouns	I will be presenting about Nouns/Pangngalans. My scratch will discuss Noun in Tagalog. I will also discuss about the two types of noun.	Belly Glenn Sumaria		
	Parts of Speech	Our presentation will be on an education animation we’ve created using the program “scratch.” We enjoyed exploring the program and all it has to offer. Our animation focus is on teaching a lesson on parts of speech specifically to elementary level children. It is interactive because we believe that interaction is absolutely necessary when teaching, and as aspiring teachers we felt it was very important to incorporate this in our presentation.	Jericha Javier Maggie Flores		
	Learn to Read Hiragana		Maria Elena Castigador		
27	Utilizing Media to Enhance Students’ Writing	Our presentation takes using media in the classroom in two directions. First, students will be able to create an audio/video log of the process of creating written work. In this project, students are free to discuss what they did to achieve the finished work as well as relate any obstacles or learning insights about themselves. The second approach, students will produce a media project based on their written work, transforming their words into shareable content. By using media in the classroom, students and teachers will experience using and handling these media tools. Students will be able to showcase their assignments in a public setting, bridging the distance between the classroom and community.	Christopher Campbell Sophia Madlambayan	Elementary, Middle, High	
28	Incorporating Writing with 3D Pen	Objective: Students will be able to integrate writing to express their understanding of the mechanics and electronics with simple structure. The write-up will show useful operations: a high reliability of at least 85% accuracy by using a 3D pen. The small-scale 3D pen will be handled by all students to create simple form made of filament. Materials: 3D pen, smartboard, a power adapter, jam clean tool, 60g ABS 1.75 material, Exemplars. Vocabulary: ABS, power on/off, LED light, Extruding Button, Drawing material, Reverse button. Goal 1: The targeted skills are writing narrative, informative, persuasive texts. Assessment: Self-assessment and essay papers need to express students’ understanding of the 3D pen. Investigate-Plan-Make: Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety & health to understand and follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create? **Please be aware of students’ writing, discipline, and their time working together.**	Dr. Bayron Martinez	Elementary, Middle, High	Writing

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29	Direct Instruction in Foreign Languages: Ilonggo	My presentation will be based on 8 ilonggo phrases using DI criteria. I will use my character to teach the phrases as a direct instructor.	Jennie Lyn Barroga		
	Homophones (in English)	My presentation will be based on homophones. Homophones are words that have the same pronunciation, but have different meanings, spelling, and origin.	Samantha Placides		
	Apostrophe Errors	Apostrophes are tricky and often misused by many students. Elementary to even college students have difficulty differentiating words containing apostrophes. Some add apostrophes where it is not needed while some forget to add apostrophes. Some of the most common apostrophe's errors students make are when dealing with contractions like: "you're" and "your", "it's" and "its" or even misuse "they're", "their" and "there."	Marie Ibardalosa		
	Figurative Language: Metaphors and Similes	Through the use of the Scratch program developed by MIT, a lesson on metaphors and similes will be presented. The lesson uses definitions and familiar phrases to model metaphors and similes for the audience. Then lyrics from popular songs are used to further model and lead the audience to mastery. Finally, the audience is tested for understanding through the use of more example phrases. This lesson can be used for middle or high English classes.	Elisa Balbuena		
	Mass or Count Nouns		Jenica Velasquez		
30	Multimodal Literacy: Graphic Novels in the Classroom	The purpose of this presentation is to promote the use of graphic novels in the English curriculums of middle s, high s, and postsecondary institutions. The combination of text and images in graphic novels assist in developing multimodal literacy, or the ability to make meaning across a variety of modes and mediums. While digital technologies have been at the center of multimodal approaches to pedagogy, graphic novels offer the same benefits. Graphic novels enhance critical thinking, cultivate an appreciation for reading, and most importantly, they establish a sense of relevancy with readers. From the retelling of the Civil Rights Movement by John Lewis in the March trilogy to the literary nuances of Alison Bechdel's Fun Home, graphic novels present different perspectives and narratives, allowing readers to create connections between the subject matter and their own lives.	Christina Lee	Middle, High, College/ University	Reading
31	Red Herrings in English	A simple quiz-like game aimed at reading carefully and using basic logic to solve word puzzles.	Krizel Dela Cruz		
	Super Paulette: Teaching Colors in Japanese	CS Productions proudly presents "Super Paulette," a language learning game starring the titular young painter Paulette. Using colorful paint strokes from her magic paint brush, Paulette helps players connect form and meaning between English and Japanese.	Cassandra Santos		
	Parts of Speech		Kezia Andrada		
	UpTalk		Angelica Gabriel		