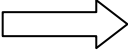
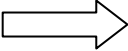
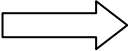
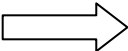
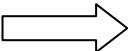
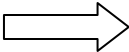
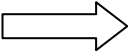


## During and After the Lesson

**Directions:** Using the lesson on the “Galapagos Island Oil Spill” as an example, fill in the “during” and “after” lesson plan outlines with a brief description of how you would accomplish each section of the lesson plan for a classroom of mixed English Language Proficiency Level students. You may use ideas from the model lesson you saw in the video. You may also need to create additional activities, techniques, or strategies in order to complete each section of the lesson plan

Planning a Lesson	Galapagos Island Oil Spill Lesson Plan
During the Lesson	During the Lesson
Model 	
Incorporate Interactive Learning 	
Accommodate Proficiency Levels 	
Integrate (Reading, Writing, Listening, Speaking) 	
Independent Practice 	

Planning an Lesson	Galapagos Island Oil Spill Lesson Plan
After the Lesson	After the Lesson
Assessment 	
Next Steps 	

## Facilitator's Directions

### During and After the Lesson

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- Have participants view the third video segment, "During and After the Lesson".
- Direct participants to locate their Video Portfolio activity page entitled, "During and After the Lesson".
- Ask participants to read the Lesson Plan Outlines for "before" and "after" the lesson in column one of the chart on their activity page.
- Divide participants into pairs.
- Have each participant pair complete the second column of the lesson plan on the "Galapagos Island Oil Spill", by filling in ideas taken from the video segment or from their own classrooms.
- Give participants a few minutes to discuss and record their ideas.
- Ask volunteer pairs to share with the whole group their ideas for implementing the various sections of the "Galapagos Island Oil Spill" lesson plan.

### Think and Discuss/Write

Discuss ways you could use a KWL chart to assess either the groups' or the individual students' understanding of the "Galapagos Island Oil Spill" lesson.

### Alternate Discussion Topic

Using the last column of the KWL chart shown in the video, what follow-up activities could you create to address some of the "What I still want to know" statements or questions that were generated by a group of English language students.