

GLOBAL EDUCATION LESSON PLAN

Student Name: Emily Crumit

Lesson Title: Nothing Can Stop Me!

Curriculum Area(s): ELA, Art, Social Studies

Grade Level: First

Time Frame: 45-55 minutes

- 10-12 minutes (reading book aloud)
- 5-7 minutes (discussing)
- 5-10 (drawing meaning)
- 15-20 minutes (discuss)

Book Information: Bardoe, Cheryl. (2018). *Nothing Stopped Sophie: The Story of Unshakeable Mathematician Sophie Germain*. New York, NY: Little, Brown and Company.

Content Standards:

LAFS.1.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

LAFS.1.SL.2.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

"I Can" Performance Outcomes for Students Aged 4-7: Grade 1 – Communicate Ideas: I can speak and write to share my ideas with others. This means I can use complete sentences, look at my audience, speak loudly and clearly, and share my ideas so that my audience can understand them.

Brief overview of the lesson: This lesson is going to focus on comprehension, communication, speaking, and writing. Prior to the day of the lesson, we will perform a brief picture walk through the book to introduce it. The next day, we will begin the lesson by reflecting on our picture walk and then will proceed with a whole group read-aloud. At

the conclusion of the book, we will discuss the overall meaning and moral of the story (Sophie never gave up! We are able to accomplish anything we set our minds to). We will also “think-pair-share” to discuss individual thoughts and ideas (“takeaways”, which will also include talking about things that students want to accomplish in the future) about the story. Students will return to their seats and their assignment will be explained – *Sketch to stretch* activity. Students will be given 5-10 minutes to complete their sketches. The teacher will share his or her sketch to model proper speaking and conversational skills. Students will then be split up into groups of 3 and 4 to share and discuss their sketches.

List of materials:

- *Nothing Stopped Sophie: The Story of Unshakeable Mathematician Sophie Germain*
Written by Cheryl Bardoe and Illustrated by Barbara McClintock
- Blank paper for illustrations
- Paper with blank area and room for writing

Brief summary of selected book (Americas Award Winning Text):

This book focuses on a very self-driven, courageous, determined, and intellectual young woman. The book tells the story of Sophie Germain and her forever impactful work and contributions of mathematics to our world. Sophie was always interested in mathematics and found a great deal of interest in the subject. At the time, women were not viewed as mathematicians, therefore, Sophie’s parents did everything they could to stop her from studying and learning about mathematics. Sophie continued to find ways to pursue her interest in mathematics and, as a result, her parents ultimately gave up the idea of keeping her away from her desires. Because this book took place during the French Revolution, Sophie remained indoors for a great length of time – studying math. She wanted to attend a University; however, women were still not respected as brilliant individuals. Sophie decided to mail her work and sign such work as a man. Sophie’s professor discovered that she was female, and news spread across Paris. Still, no one would take Sophie seriously. Sophie continued onward with her studies and entered a contest that yearned for the discovery of a formula that would predict patterns of vibrations. Sophie submitted an incorrect formula after two years and a correct formula two years after that. Her formula was validated, but her reasoning was not. She continued onward and submitted for a third time. She was given an award and officially recognized as a mathematician. Her work has led to the production of many famous buildings and bridges around the world.

Essential Questions:

- How can I participate in collaborative conversations with my peers?
- How can I show others that I am listening?
- How can I respond to others through conversation?

- How can I ask questions to understand what my peers are saying?
- How can I use drawings to describe my ideas, thoughts, and feelings?

Assessment Evidence:

Formative: Throughout the lesson, I will assess students' understanding through their participation and response throughout the read-aloud, their conversation with their peers during the "think-pair-share" portion of the lesson, and their participation and response when I share my own drawing/sketch with the class.

- Are students actively engaged throughout the read-aloud?
 - Are they using hand gestures when prompted to demonstrate understanding or opinion?
 - Are they looking at/focused on the book?
 - Are they responding verbally and nonverbally to questions and prompts?
 - Are they showing any signs of reaction to the story?
- Are students discussing with their peers during "think-pair-share"?
 - Are students using proper conversational skills including eye contact, complete sentences, one speaker at a time, etc.?
 - Are student responses coherent? Do they have meaning?
- Are students showing signs of conversational skills as I share with them?
 - Are the students making eye contact/looking at me as I speak?
 - Are students asking questions or making comments in response to my sharing?
 - Are students remaining silent, to show me that they're listening?

Summative: At the end of the lesson, I will assess students' learning based on their interactions with their peers discussing the pictures/sketches they have drawn.

- Are students participating in collaborative conversations with their peers?
 - Are all students in each group participating?
 - Are all students using proper conversational skills?
 - Are all students using complete sentences?
- Are students showing others that they are listening?
 - Are all students given a chance to speak?
 - Are all students listening to the speaker in their group?
- Are students responding to others through conversation?
 - Are the students responding through comments, questions, concerns, similarities, differences, likes, dislikes, etc.?
 - Are students relating to each other's' ideas, thought, and feelings pertaining to their drawings?
- Are students asking questions to understand what their peers are saying?
- Are students using drawing to describe their ideas, thoughts, and feelings?
 - Are the students' conversations, comments, and expressions related to their drawing and what they hope to accomplish one day?

Procedures:

- Picture-walk through the book
- Discuss conversational skills and key elements of conversation (listening, eye contact, complete sentences, one speaker at a time, etc.)
- Read-aloud *Nothing Can Stop Sophie*
- Ask the students to consider the main idea/moral/meaning of the story
- Think-pair-share groups to discuss the meaning
- Discuss/reflect on the book's meaning
- Ask the students to consider what they might want to accomplish one day – just like Sophie accomplished her mathematics dreams
- Think-pair-share groups to discuss individual dreams
- Send students back to their seats
- Explain *sketch to stretch* activity
 - Students are given 5-10 minutes to draw a picture and/or use words to describe or tell about something they want to accomplish – just like Sophie
- Pass out blank sheets of paper to the students
- Instruct students to begin
- Teacher draws his or her own
- Give students a one-minute warning
- Instruct students to put their pencils down
- Teacher shares his or her own drawing and discusses it in complete sentences, using correct conversational skills
- Teacher explains that students will share, just as the teacher did, in groups of 3 and 4
- Students will be split up and discuss with their drawings with their peers
- Teacher will walk around to assist, prompt, observe, redirect etc.

Additional Comments:**Anticipated Difficulties:**

- Students are unable to think of something they want to accomplish
- Students are unable to converse in complete/coherent sentences in their groups
- Students are unable to discuss what they have drawn
- Students may stop drawing or writing after only a couple of minutes

Differentiation:

- The groups of 3 and 4 will be mixed ability to assist with conversational skills and discussion

- Higher-level students will be encouraged/instructed to write about their drawings in complete sentences if/when they finish and time permits
- The use of drawings will allow all students to participate
- ELLs will be given a “cheat sheet” with conversation openings to assist them in their conversation

Additional Resources:

- Cheat sheet
- One extra blank piece of paper for students who “mess up” or want to begin again

Reflection:

It was really fun to complete this read-aloud lesson because I feel like I haven't made a thorough lesson plan of my own in a while! Additionally, it was fun to complete a lesson that was open to flexibility, rather than coming from/being inspired by a strict curriculum guide.

Although I wasn't able to complete this lesson in the classroom or with a child at the first-grade level, I'm confident in the plan and think that students would respond well. What I really like about this lesson is that I feel as though it can be easily adapted and modified depending on the students' reactions and responses. I think there is a lot of flexibility in terms of both challenging students and simplifying the content.

Encouraging students to draw their ideas and feelings regarding what they hope to accomplish is a great exercise of creativity. My peers and I have been learning about the importance of creativity through another course, therefore, I enjoyed being able to incorporate creativity while also using conversational skills.

Lastly, I think this is a great lesson to encourage students to pursue their dreams and desires, and to never give up. In addition, students are able to practice expressing their thoughts and feelings through conversation with their peers.