
GLOBAL EDUCATION LESSON PLAN

Student Name: Kaitlyn Day

Lesson Title: Just Keep Swimming

Curriculum Area(s): Reading

Grade Level: Second

Time Frame: 2 days (Friday and Monday)

Book Information: Nothing Stopped Sophie

Bardoe, C., McClintock, B., & Cole, C. T. (2019). *Nothing stopped Sophie: The story of unshakable MATHEMATICIAN Sophie Germain*. Solon, OH: Findaway World, LLC.

Content Standards:

- LAFS.2.RL.1.3: Describe how characters in a story respond to major events and challenges.
- LAFS.K12. R.1.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text

“I Can” Performance Outcomes for Students Aged 4-7:

- Grade 2: I can identify how someone reacts to a situation differently than I do.

Brief overview of the lesson:

Students will be participating in two Graffiti Board activities. A graffiti board is completed by the following: Place a large sheet of bulletin board paper on the table or floor. Each student takes a portion of the paper and writes and or sketches their thoughts about the book in a graffiti fashion. The responses, comments, sketches, quotes, and connections are not organized. The major focus is on recording initial responses during or immediately after reading a book, often works best with young children to respond during the second reading of the book. When the group is ready to discuss, group members share their graffiti.

My plan to implement this book into a lesson is to start out by having the graffiti board paper already laid out on the floor for the students. I would have the students sit around the paper and have room to write when they are prompted. I would start out with connecting prior experience to the lesson. I would ask students to think how they would feel, react, what they would say if someone told them “no” about doing something they loved and had a passion for. The students will be allotted a period of time to gather their thoughts and then participate in putting their thoughts onto the graffiti board. I would then take the first graffiti board away upon completion and direct the student’s attention back towards me. As a class we would participate in a read aloud with me stopping at different parts of the book having the students reflect on such situations. When we finish reading the book as a class, I will then ask them questions to get them thinking of how Sophie handled the situation(s) she was faced with. At this point I would have place down another blank piece of bulletin board paper. Students would then have time to reflect and ponder how Sophie reacted when such situations arose. After the class had completed both graffiti boards, we would compare the versions together.

List of materials:

- *Nothing Stopped Sophie* by Cheryl Bardoe (Read-Aloud)
- 2 strips of white bulletin board paper
- Markers
- *Finding Nemo*
- Projector
- Movie Player or Laptop
- Anchor Chart

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

Nothing Stopped Sophie is a book about Sophie who was unable to be told no when it came to work on Math problems. Sophie had a drive and ambition to become a mathematician no matter what society told her. Sophies parents tried to turn her away from math by taking away her candles, but nothing stopped her. Sophie was aware of her talent which then led her to send in homework under a male’s name. Once the professor recognized the scholastic achievement and dedication put into such work, he showed up at the address to soon find out it was Sophie.

Essential Questions:

- What do you think it means when they said, “just keep swimming?”
- What would have happened if Nemo’s dad gave up?
- How would you feel if you were told “no” about something you are passionate about?
- Have you been told “no” before?
 - How did you feel?
 - How did you respond?
 - What did you say?
- Do you think it was right to not let women study math/go to school?
- If you were Sophie, how would you have reacted?
 - Would you have obeyed and stopped studying, or would you have continued?
- After reading this book, how has your view changed of these times?
- How did Sophie feel?
- Based off of what we have read so far, what do you predict will happen next?

Assessment Evidence:

Formative:

I will collect information from students in relation to how they would react differently than the character within the book by noticing their body language, facial expressions, and their responses to my guiding questions. This will be based off of me observing the student’s reactions.

Student Evidence:

- “I would have been mad and cried until my dad changed his mind.” (Isabella)
- *giggles and rolls eyes* (Ryan)
- *slouches down* (Natalie)
- “I would have ignored what they said.” (Enzo)
- *rolled eyes* (Jackson)

Summative:

Based off of how they would respond versus how Sophie responded will be demonstrated within the graffiti board activity. By student’s ability to think how they would respond and comparing it to how Sophie responded I will have a better understanding of where they are at in their *I can* statement.

Procedures:

Note: Students are already familiar with the graffiti board activity, so it will not be explained for them in great detail again. I would do this lesson at the end of February, early March as we will

have been talking about Black History Month and what it means to persevere. I would like to see if the students use the knowledge and information they are learning and carry it over.

Day 1: (Friday)

Step 1: Tell the students we are going to participate in a Fun Friday activity that will be carried over into Monday's lesson. Engage the students in a discussion about what perseverance is. Ask students if they know what perseverance is.

Step 2: Create an anchor chart of the different definitions given for what perseverance is. Create a separate anchor chart for different situations students have been a part of that required them to persevere.

Step 3: As a *Fun Friday* activity I would put on *Finding Nemo* for the students to enjoy and watch. While the students are watching I will have the following questions listed on the board for them to think about.

- What do you think it means when they said, "*just keep swimming?*"
- What would have happened if Nemo's dad gave up?

Step 4: Students will participate in a shoulder partner discussion about the questions they were to think about, we will then turn it into a class discussion about the movie and the student's answers.

Step 5: We will look back at our original responses to perseverance and compare our thoughts now and see how they have changed.

Step 6: I will ask students how they would have responded if they were Nemo's dad. At this rate I am trying to get the students beginning to think how they would respond to certain situation versus how the character reacted. This will be a first step of achieving their can-do statements.

Step 7: I will write down students' responses on an anchor chart paper for us to refer back to on Monday.

Day 2: (Monday)

Step 1: I will activate students' knowledge on what we talked about on Friday. We will discuss Nemo and our reactions to it, go over what perseverance means, and look over our anchor charts we created.

Step 2: I will then stimulate students' knowledge and experience with being told "*no.*" We will discuss different emotions, reactions, and reasons why we were told "*no.*" (Formative Assessment).

Step 3: Students will then participate in the first graffiti board activity and write down how they reacted, felt, expressed themselves in a time they were told “no”. They will be prompted with the following questions:

- How would you feel if you were told “no” about something you are passionate about?
- Have you been told “no” before?
 - How did you feel?
 - How did you respond?
 - What did you say?

Step 4: I will introduce and read *Nothing Stopped Sophie* to the students. I will ask guiding questions throughout the read aloud and point out pivotal moments within the book. I will be asking students questions similar to the ones listed below to have them thinking as we are reading the book aloud.

- How is Sophie similar to Nemo’s dad?
- Based off of what we have read so far, what do you predict will happen next?
- Do you think it was right to not let women study math/go to school?

Step 5: Students will engage in another graffiti board, but this time focusing on how Sophie reacted, felt, and expressed herself in such time rather than how they would. (Summative Assessment). I will prompt the students with the questions below and really have them question where Sophie stood and reacted.

- If you were Sophie, how would you have reacted?
 - Would you have obeyed and stopped studying, or would you have continued?
- After reading this book, how has your view changed of these times?
- How did Sophie feel?

Step 6: As a class we will then look at both graffiti boards and look at all the responses we were given. Students will then compare and contrast how they reacted versus how Sophie reacted. Although the graffiti boards are focused on Sophie and their reactions, we will be able to tie in how Nemo’s dad is similar to Sophie as well. During this time will be a collaborative discussion allowing students to build off one another.

Additional Comments:

Anticipated Difficulties:

- I would need the floor to be completely clear so the students would be able to write easily on it.
- If I had a student who is wheelchair bound, I would have to change the activity and make it at tables around the room instead of the floor.
- Vocabulary within the book:
 - Madame
 - Monsieur
 - Gawkers
 - Salons
- Historical time of French Revolution understanding
- Understanding why this was such a pivotal moment in history
- Students who haven't been told "no" or don't think they resonate with the same feeling

Differentiation:

- Project the book on the board for students with visual impairments
- Find another read aloud on YouTube if students need to hear it again, in another language, or just at a different rate.
- Give students words to choose from
- Allow students to work in pairs
- Allow students to write in home language

Additional Resources:

- A background lesson of the historical time of French Revolution
- A discussion on inventors – such things do not need to be tangible.
- Ted talk or video clip of perseverance prior to lesson
 - Finding Nemo (Dad keeps trying to find Nemo)

Reflection:

This assignment started out really catching my eye and my interest, I was anxious to get it done and have the opportunity to put it into practice. This assignment was different than anything else we had every been presented with; which created the excitement to learn something new but having the opportunity of making it our own. I chose *Nothing Stopped Sophie* for this project because of the fact, I myself am a math lover. I did not find this lesson to be that much more difficult or strenuous than creating a normal lesson plan; parts of this lesson almost seemed easier as we were able to adapt it and create a really cool assessment piece to go along with it.

Overall this lesson plan and the planning that went behind it was a really interesting and engaging activity we were asked to do. I really liked the idea of tying in the global competency portion into a lesson; rather than us just creating a reading or literature lesson for students to participate in. Although we were unable to carry out this lesson in a classroom, I am anxious to use this in my classroom one day and adapt it to the grade I will be teaching. I think that the sound of a globally competent lesson plan sounded more daunting than it ended up being. All in all, I think that this broadened my view of how to plan lessons in all areas, how to integrate different things to relate it back to one topic, and it made me more aware of how I was planning.

References:

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