

GLOBAL EDUCATION LESSON PLAN

Student Name: Melissa Fabelo

Lesson Title: Nothing Stops Me

Curriculum Area(s): Language Arts/Writing

Grade Level: 2nd

Time Frame: 45 minutes

Book Information: Nothing Stopped Sophie: The Story of Unshakable Mathematician Sophie Germain

Bardoe, C., & McClintock, B. (2018). *Nothing Stopped Sophie: The Story of Unshakable Mathematician Sophie Germain*. New York: Little, Brown and Company.

Content Standards: CCSS.ELA-LITERACY.W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect **opinion and reasons, and provide a concluding statement or section.**

“I Can” Performance Outcomes for Students Aged 4-7: Grade 2 -Investigate the World

I can choose an opinion about an important issue. I can also know what an author’s opinion by how they explain or describe an issue

Brief overview of the lesson: I am going to conduct a whole group read aloud of *Nothing Stopped Sophie: The Story of Unshakeable Mathematician Sophie Germain*. As we read through the book, I will ask the students questions that encourage discussion about their opinion regarding the way Sophie acted and how she was treated by others on her journey to becoming a mathematician. They will discuss this with their shoulder partner and share with the class. I will also encourage students to orally compare and contrast themselves with Sophie as a means of highlighting their self-identity for the writing activity they will be doing. After this discussion, students will complete a writing activity titled “Nothing Stops Me,” where they will write and draw about the qualities they have that will not stop them from achieving the things they want to do.

List of materials:

Nothing Stopped Sophie: The Story of Unshakeable Mathematician Sophie Germain, writing paper, pencils, erasers, and crayons

Brief summary of selected book (Americas Award Winning Text): *Nothing Stopped Sophie: The Story of Unshakeable Mathematician Sophie Germain* is a children's book that tells the story of Sophie Germain, a gifted eighteenth century mathematician that wanted to share her mathematical abilities and findings with the world but was initially rejected because she was a woman. Nevertheless, Sophie persisted in all of her efforts to learn about and contribute to mathematics as it was known at the time. She never allowed anything to stop her.

Essential Questions:

1. Why do you think that Sophie wanted to practice math so much? (page 2)
2. Turn and talk to your partner about a time you really wanted to practice something and why.
3. Sophie had to pretend she was a man so that she could turn in math homework by mail at school. Why do you think she did that?
4. How would you feel if someone didn't let you do something because you are a boy/girl?
5. How are you similar or different than Sophie? Think about how she acted to pursue her dreams and what you do to pursue yours.

Assessment Evidence:

As a means of assessment, the students will complete a writing piece where they follow a prompt that allows them to state their opinion about Sophie/her unequal treatment due to her being a woman, write one sentence that supports their opinion, and then write one concluding sentence about why their traits/self-identity does not stop them from achieving what they want.

Procedures:

Step 1: I will conduct a whole group read aloud of *Nothing Stopped Sophie: The Story of Unshakeable Mathematician Sophie Germain*. I will ask essential questions #1 and #2 to guide students towards thinking about why Sophie would persist so much to do something she loves by letting them discuss about things they really like to do and probably would not wanted to be stopped from doing just because of who they were.

Step 2: As the read aloud continues, I would ask essential questions #3 and #4 to facilitate their thought process towards thinking about gender inequality in an effort to better relate to Sophie's struggles towards becoming a mathematician.

Step 3: At the end of the read aloud, I would ask essential question #5 to get students ready to transfer the thoughts they have in response to this question from their minds to paper.

Step 4: Students would be permitted 5-10 minutes to continue to think about/plan what they want to write

Step 5: Students will write their opinion piece following the assigned prompt: “Sophie worked hard to learn math because_____. Sophie was very_____. Nothing stops me from reaching my dreams because I am_____.

Potential Response: “Sophie worked hard to learn math because she loved it! I thought Sophie was very brave. Nothing stops me from reaching my dreams because I am a strong and smart girl!” *sample is included at bottom of document*

Additional Comments:

Anticipated Difficulties: Difficulties that I anticipate during this lesson are students staying engaged and paying attention to the story the further we get into it. The story has a historical setting that might be unfamiliar to some students and presents topics such as gender inequality, which can be hard to unpack at a younger age. I anticipate that the questions I have prepared will help ease these difficulties by keeping students engaged in thoughtful discussion and brain storming.

Differentiation: If I were to teach this in an actual classroom, I would pay attention to the type of students I have to make sure I thoughtfully pair students together that will be able to have good discussions together. In terms of differentiation for the writing activity, students that struggle with writing to the extent that the prompt requires would be allowed to answer the prompt with either a drawing only or would can use simplified/shortened sentences that still meet the goal of the prompt.

Additional Resources: I would provide a sentence frame for all students but also provide a word bank of potential answers for students that might struggle a little more with coming up with words on their own. I would even orally ask the student words they might consider and write it in their word bank for them.

Reflection:

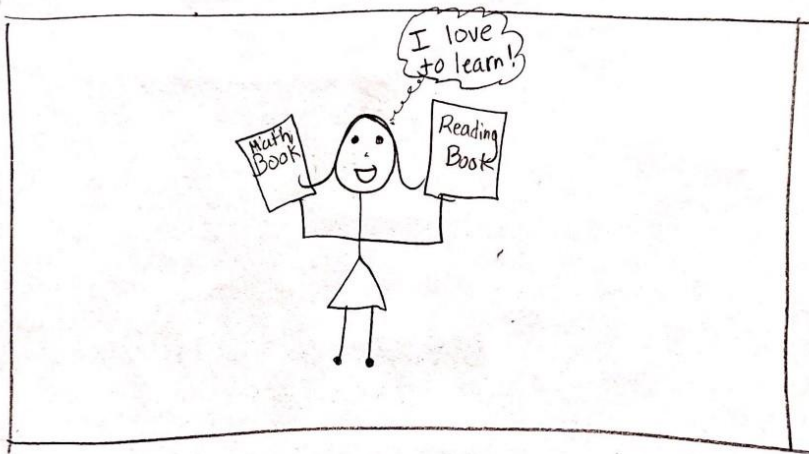
As I started completing this lesson plan, I initially considered it to be daunting because I felt that the book I had chosen had so many possibilities for what lessons could be taught but I could not narrow down an applicable standard/I can statement. After reading the book twice, I ended up realizing that I could create a lesson based on stating your own opinion on what Sophie is like and how you could do what you want without anyone stopping you just like her. It made me think that this could be a very empowering activity for my students regardless of gender or abilities. It gives them the opportunity to reflect on what they value about themselves. Once I had this idea in mind, the sequence of my lesson started coming together a lot more naturally. I revisited certain pages of the book to try to highlight important points mentioned by asking specific questions geared

towards facilitating what I wanted the students to think about (i.e. breaking gender roles, persevering, etc.) Since these can be broad topics for second graders to break down, I really thought it was important to focus on this so that they would be able to translate their thoughts from mind to paper. Overall, drafting up a concept for this lesson was very difficult for me at first and I attribute that to the current situation at hand. The global pandemic that we have all been experiencing has taken away some of my focus from lesson planning due to general worry but once I overcame that barrier, I was glad to be able to focus on planning a lesson that I find useful and have personal interest in. I look forward to implementing this lesson in a future classroom of my own because I feel that it contributes to being a global citizen in that they can state their opinion about a topic/book but also include their own personal traits/thoughts about others and themselves. I believe it is important for students to recognize traits in themselves and others so that they both aspire to acquire positive traits from others in our global community but also be a role model for others.

Sample Artifact that a student could have potentially completed:

Name: _____

Nothing Stops Me



Sophie worked hard to learn math
because she loved it! I thought Sophie
was very brave. Nothing stops me from
reaching my dreams because I am a
strong and smart girl!