

GLOBAL EDUCATION LESSON PLAN

Student Name: Carly King

Lesson Title: Nothing can stop you!

Curriculum Area(s): ELA, Social studies

Grade Level: K

Time Frame: 25-30 minutes

Book Information: *Nothing Stopped Sophie* by Cheryl Bardoe

Bardoe, C. (2018). *Nothing Stopped Sophie*. Little, Brown, and Company. New York, NY.

Content Standards:

LAFS.K.RI.4.10: Actively engage in group reading activities with purpose and understanding.

LAFS.K.W.1.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

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

I can work with a partner or in a group. This means with help I can take turns while talking, and I can ask questions when I don't understand.

Brief overview of the lesson:

I will first read *Nothing Stops Sophie* during a whole group read-aloud. During this read-aloud I will ask specific questions throughout the story to keep my students engaged in the story and to also solidify the idea that nothing was able to stop the main character in pursuing her dreams. After the read-aloud I will ask my students to think about a time that they accomplished something, and how no one was able to stop them. Once they have time to think, I will put them into small groups of three to four students and have them tell their stories. I will remind them the proper etiquette of group discussions. Student groups will discuss, then we will return to our whole group and let a few students share. After sharing, student will go to their seats and write a short sentence of what they accomplished, accompanied by an illustration.

List of materials:

- *Nothing Stops Sophie* by Cheryl Bardoe

- Writing sheets with room for illustrations
- Pencils and crayons

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

Nothing Stops Sophie is the story of Sophie Germain, a young Parisian girl who loves mathematics. Sophie was growing up in a time where women were not encouraged to do many things, including studying mathematics. Despite the many roadblocks she faces throughout her young life, nothing stops Sophie in her adventure towards becoming a great mathematician. Sophie acts as an inspiration to women everywhere and encourages everyone to work hard for their dreams no matter what.

Essential Questions:

- How do you think Sophie felt when she was told to stop studying math?
- What can we learn from reading this book?
- Was there ever a time that you felt like you couldn't do something that you wanted to?
- Why did you feel like you couldn't do it?
- How did you accomplish what you wanted to do?

Assessment Evidence:

Formative:

I will measure student understanding during the lesson by asking questions during my read-aloud. This will help me measure whether or not my students are understanding the overall theme of the story. If it seems like my students are struggling to understand the moral of the story, we will stop to discuss it further before moving on. I will also measure student understanding during this lesson by listening to the conversations my students are having during the small group discussions. I will be able to see if my students are talking about things they overcame and fought for. If some of my students seemed to be confused, I would redirect the conversation by providing my own example of something that I accomplished or overcame.

Summative:

I will measure student understanding after the lesson by seeing what my students wrote on their reflection sheets and what they drew as their illustrations. This will give me a good idea of who understood the moral of the story and who was able to connect it to their own experiences.

Procedures:

Step 1: I will begin my lesson with a read-aloud of *Nothing Stops Sophie*. Since I am reading this book to a Kindergarten class, I will be adjusting the wording to make the story simpler. Throughout the reading I will be asking questions that will promote comprehension and keep my students engaged.

- Why do you think Sophie's parents took her stuff away?
- Why do you think it was impossible for a girl to be a mathematician?
- Do you think she will try to solve the mathematical formula?
- What do you think will happen when Sophie uses her own name?
- What do you think Sophie will do now since her answer was wrong?
- How do you think Sophie felt at the end?
- What did we learn from this book?

At the end of the story we will have a quick discussion about the book that leads into the next activity.

Step 2: After reading the book I will ask my students to think about a time when they wanted to do something, but it was really hard. I will also rephrase this question and encourage students to think about a time when they accomplished something, which means they worked hard and did something good in the end. I will give them a minute to think and then I tell them that we will be discussing their ideas in groups. I will remind them that when we have group discussions, we make sure that everyone has a turn to talk. I will then break my students into small groups of three or four and give them time to tell their classmates about the time they accomplished something. I will be walking around listening in on the conversations, and I will stop and intervene if I notice that some of my students are struggling to understand the concept or come up with their own example. When the time is up, we will return to a whole group setting and I will ask if anyone would like to share. After some of my students have the opportunity to share, I will ask them to go back to their seats.

Step 3: Once they are back at their seats, I will tell my students that they will be writing one sentence about what they told their friends during the discussions; one sentence about what they accomplished. After they write their sentence, they will pair it with an illustration. I will walk around the room to monitor my students' progress and intervene if there are any problems.

Additional Comments:

Anticipated Difficulties:

Read-alouds in whole group settings can sometimes be challenging, especially for young students. I thought about this while planning this lesson, which is why I included questions throughout the story to keep students engaged. If there are too many problems and interruptions during the read-aloud, I will pause and take a moment to address the

issues. If I have a student that needs to take a break, I can offer them the option to sit by me or stand instead of sitting.

Another difficulty that I anticipate is my students being able to connect their own life experiences to the content in the book. I know this can be a challenging thing for young students, but I believe that it is an appropriate challenge. If some of my students are struggling in this lesson, I can provide my own examples or assist in scaffolding their ideas.

The last difficulty that I anticipate is any behavior problems occurring during the small group discussions. I know that it can sometimes be difficult for young students to take turns during sharing time, and they can sometimes become frustrated with their group members. This is why I intend to remind my students of the expectations during small group discussions, and I will also be monitoring their behavior.

Differentiation:

There are a few ways that I provided differentiation during this lesson. To begin, I provide differentiation by reading the book in a simpler form, which will be helpful to my ELLs. I will make sure that my ELLs are sitting close to me on the carpet so they will be able to clearly hear my reading and see the illustrations in the book. I will also be putting my ELLs in the same discussion groups so they will feel comfortable talking in either English or Spanish during the discussions.

Another way I will differentiate this lesson is by taking more time to talk with my ELLs during the independent writing time to make sure they have an idea of what they are writing and drawing. Lastly, I have a student with a fine motor issue, so I will make sure he has his pencil grip on his pencil and can provide highlighted letters for him to trace while writing.

Additional Resources:

I think it would be beneficial to introduce other books about strong and empowered women in the classroom. I think these books can be good role models for young girls and it offers more diverse characters rather than just books with main female characters in typical gender roles (ex: young princesses.)

Reflection:

Beginning this project was a bit challenging because I was having a difficult time linking one of the “I can” statements to this book. I really liked the theme of empowerment in *Nothing Stops Sophie*, and I wanted to make sure that I was embodying that idea in my lesson plan. I chose this book because I thought it would be good for young girls to see an empowered woman as a role model, but also because of the message that nothing can stop you if you try hard enough to reach your dreams. In the end I chose the statement “I can work with a partner or in a group. This means with help I can take turns while talking, and I can ask questions when I don’t understand.” I thought this matched well with *Nothing*

Stops Sophie because it gives my students the opportunity to connect their ideas with the ideas in the book and share that with their classmates.

When I was coming up with this lesson plan, I chose to focus on the idea of working hard to meet your goals because it seemed like an idea that any of my students could relate to, no matter their gender. I wanted to challenge my students in connecting ideas from a story with their own personal experiences. I also wanted to challenge them by having them discuss their ideas in small groups. Many times, students don't get to share their thoughts and ideas after a read-aloud, especially with their classmates. I thought it would be the perfect way for students to reflect on the story they were read and also talk about the things they were able to accomplish.

I wish I was able to complete this lesson with my internship class. I think they would have enjoyed this story and would have come up with some really unique ways they worked hard for something. I also felt like I had a lot of strong little girls in my class and I would have loved to share this story with them. I plan on using this lesson plan next year in my own classroom and I am excited to actually use it with my students.