

## GLOBAL EDUCATION LESSON PLAN

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**Student Name:** Elizabeth Suarez

**Lesson Title:** Nothing Can Stop Us

**Curriculum Area(s):** Writing

**Grade Level:** Kindergarten

**Time Frame:** ~ 45 min.

**Book Information:**

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

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**Content Standards:**

- LAFS.K.W.1.1 – Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- 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.
- LAFS.K.L.1.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - o Capitalize the first word in a sentence and the pronoun I.
  - o Recognize and name end punctuation.
  - o Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  - o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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

- K – Recognize Perspectives – With prompting and support, I can identify when someone else has an idea that is different from my own.
- K – Recognize Perspectives – With prompting and support, I can identify how I react to a situation.

**Brief overview of the lesson:**

I will begin by doing a whole group read aloud of *Nothing Stopped Sophie*. After reading the story, I will guide a discussion on Sophie’s view of math and how it may differ from the

student's views of math. Then I will have the students do a quick writing activity where they state their view of math. After that, we will come back together as a whole group to discuss how the students may have different opinions from each other. I will ask students about the opinions of the other characters in the book towards Sophie's love of math. This will lead to a discussion of the students' interests and how they would feel if they couldn't pursue them. Our final activity will be a writing activity where they write about what nothing can stop them from doing, like nothing stopped Sophie from doing math.

### **List of materials:**

- *Nothing Stopped Sophie* by Cheryl Bardoe
- Sophie Opinion writing papers
- Writing Paper
- Pencils
- Crayons

### **Brief summary of selected book:**

This is the story of French mathematician Sophie Germain. It begins with her as a child loving math and her parents not approving of her interest in it. Eventually her parents allow her to pursue math, but society still doesn't believe that a woman can be a mathematician. She takes on a male pen name and sends in math homework to a professor. He then discovers that the name is fake, and that Sophie is female. This makes her famous, but mathematicians still don't take her seriously. She eventually enters and wins a contest to predict how vibrations move through an object. In 1816, she became the first woman to win the grand prize from the Royal Academy of Sciences and was finally taken seriously as a mathematician.

### **Essential Questions:**

- How did Sophie feel about math?
- How do you feel about math?
- Is it the same or different from Sophie? What about from your classmates?
- How did Sophie's family feel about her liking math?
- How did the French society at that time feel about her liking math?
- How would it make you feel if no one thought you should be doing something you enjoyed?
- Would you let other people's opinions stop you from pursuing your dreams?

### **Assessment Evidence:**

- I will be listening to the students' responses during discussions to see how well they are recognizing others' perspectives. I will help the discussion along by giving specific questions to lead the students in recognizing perspectives of others and themselves.
- I will collect both of the students' writing samples. The first of which will be more scaffolded and will focus on whether or not they can recognize if their perspective is the same or different. The second will be a more personal writing in which they will also have to draw a picture to support their writing.

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## **Procedures:**

- Read *Nothing Stopped Sophie*
  - o Pause throughout the book to explain important details, draw attention to the perspectives of others, and answer student questions.
- Guide students in a discussion about Sophie's perspective on math and the students' perspective
  - o Ask how Sophie felt about math and how they know that.
  - o Ask how they feel about math.
  - o Ask if it is the same or different from Sophie.
- Have students do a quick writing activity where they trace and fill in the blanks with their opinion
  - o "My opinion of math is (the same as/different from) Sophie's because (...)"
  - o Model for the students what they must do before sending them to their seats to complete it.
  - o Students will need to provide a reason for why they do or do not like math.
  - o Once they finish their writing, they will come back to the carpet and share their writing with others that have finished.
- Once everyone is back at the carpet lead a discussion on how the students' opinions might differ from one another.
  - o Ask students to stand if they agree with Sophie, then ask them to stand if they do not.
  - o Explain to the students that not all of them agreed with Sophie.
- This will lead into a conversation about Sophie's family and others in the book not wanting Sophie to pursue math.
  - o Ask students if they thought Sophie's parents liked math or if they liked Sophie doing math.
  - o Ask if the rest of the French people liked her doing math.
  - o Ask the students how they would feel if a bunch of people didn't want them doing something they enjoyed and if it would stop them.
  - o Guide the students in a discussion about things they enjoy and may at times been told they can't do.
  - o Lead students to think about what they might want to do when they are older.
- Have the students do another writing activity in which they talk about something they are passionate about.
  - o "Nothing can stop me from ..."
  - o Model for the students writing the sentence ending with what they want to do when they are older.
  - o Students will write their sentence then draw a picture of themselves following their dreams.
  - o Encourage students that finish early to write another sentence about why they chose what they wrote about.

## **Additional Comments:**

### **Anticipated Difficulties:**

If I were to teach this in my internship class, I may need to paraphrase the book instead of reading it exactly because my students aren't used to long read alouds. I would also utilize turn and talks because all my students are usually very eager to share.

### **Differentiation:**

For students that finish the second writing quickly, I would encourage them to write another sentence to extend their writing. I will be walking around during both writings to assist students with sounding out words and pointing them to the word wall for sight words as needed. I will have students that struggle with sharing during turn and talks sit closer to me, so that I can help facilitate conversations among them.

### **Additional Resources:**

One additional resource that can help teach this lesson is a projector to present the teacher models to the class. Another resource would be additional books telling the stories of people not giving up on their dreams. Some examples would be: *Giraffes Can't Dance* by Giles Andreae and *Sophia Valdez, Future Prez*; *Iggy Peck, Architect*; *Rosie Revere, Engineer*; and *Ada Twist, Scientist* all by Andrea Beaty.

### **Reflection:**

Coming up with this lesson was very different from most lessons that I have done in the past. It was odd for me not to focus on a curriculum standard but an "I Can" performance standard instead. Making sure I met the "I Can" performance standard was difficult for me because it is not something I typically focus on. Then having to find a curriculum standard that would fit into a lesson on that "I Can" performance standard was also hard. Once I was able to choose an "I Can" performance standard that I liked and decided I was going to do a writing activity, everything started to fall into place.

It was also interesting having to build a lesson around a book instead of choosing a book to fit my lesson. Most of the time I would come up with an idea of what I want to teach the students or pick the standards that I want to teach and then choose a book that would be good for teaching that standard. Starting with the book made it a little trickier. There were a few "I Can" performance standards that I liked, but they didn't really match the book. This limited my options a bit. After choosing the standards, I had to figure out how large a role the book was going to play in the lesson. I chose to have Sophie's experiences be a jumping off point for my students to write about their own opinions and dreams.

Overall, I think it was an interesting experience. I definitely liked integrating the "I Can" performance standards into a lesson, and I think this may be something I try again with my students. I also really like the message of *Nothing Stopped Sophie*. I can see this potentially being a lesson that I teach my students during a writing block perhaps.

Student Name: \_\_\_\_\_

## Nothing Stopped Sophie

My opinion of math is

Sophie's

because

Student Name: Ms. Suarez

## Nothing Stopped Sophie

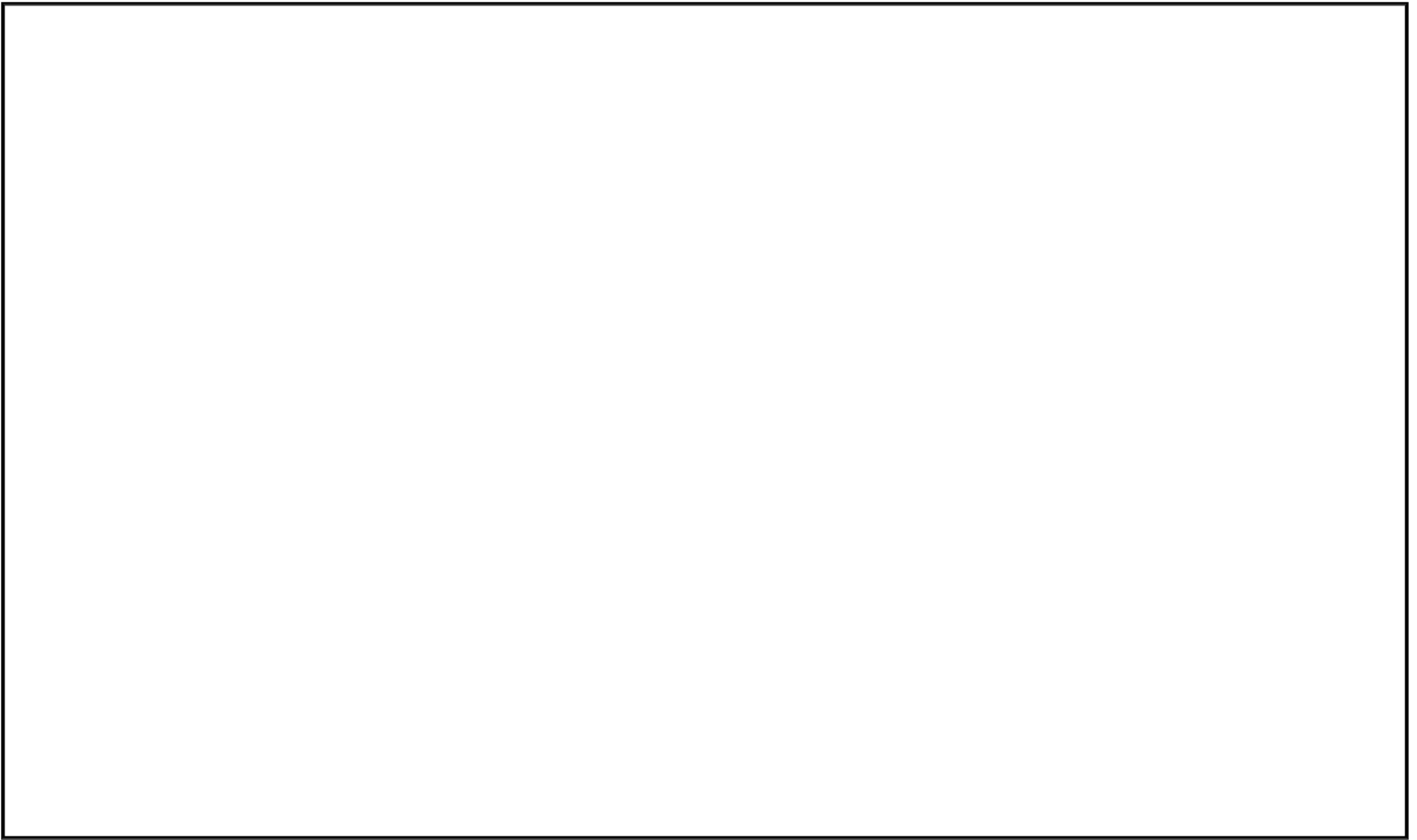
My opinion of math is

the same as Sophie's

because I think math is

fun.

Name \_\_\_\_\_



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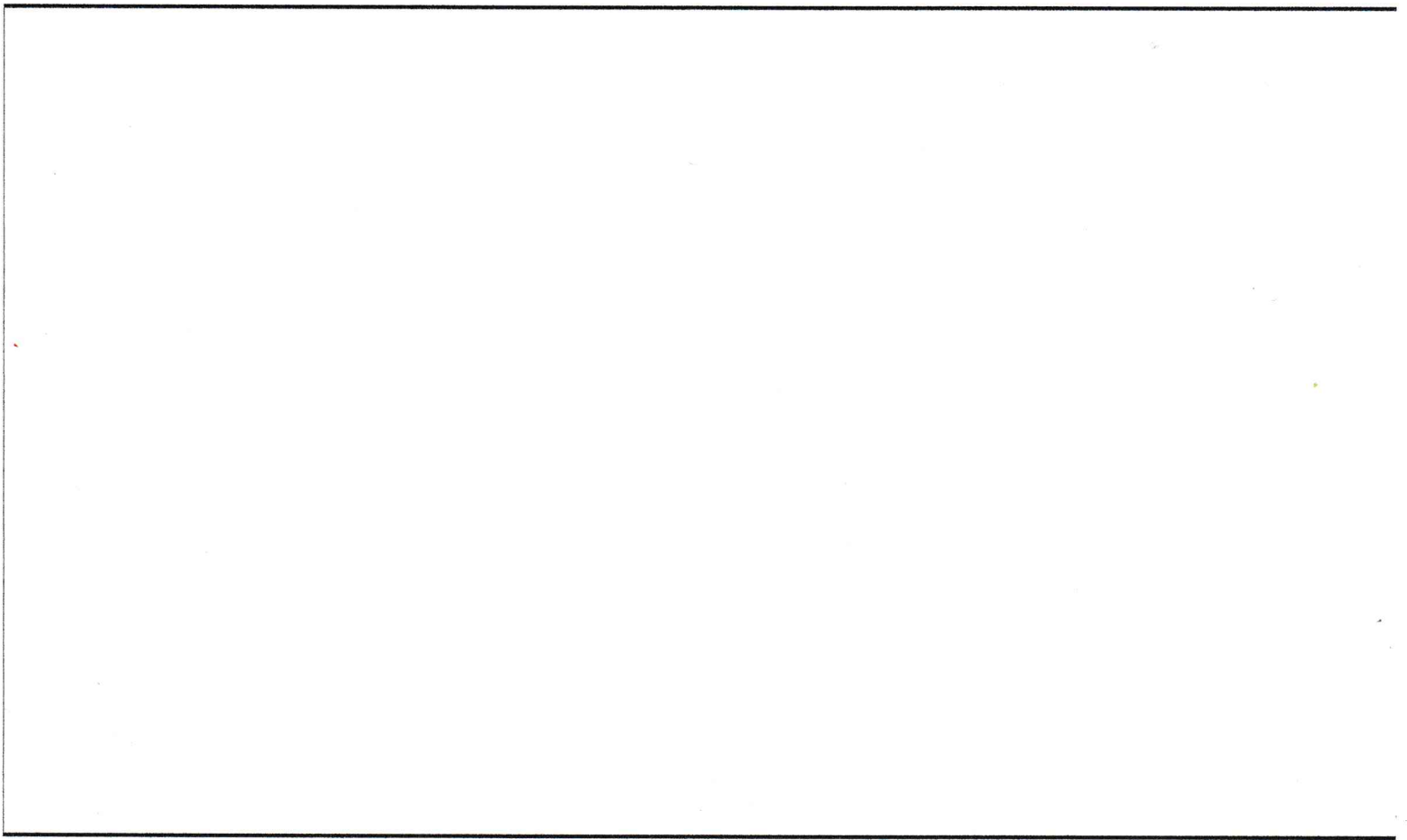
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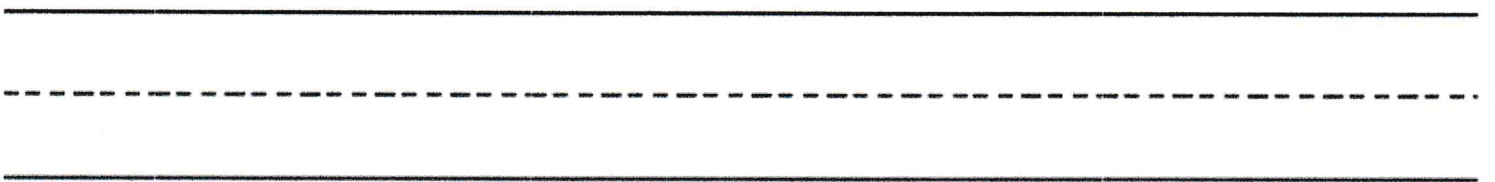
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Name Ms. Suarez



Nothing can stop me

from





Name Ms. Suarez

Aa Bb Cc Dd Ee Ff Gg Hh Ii



Nothing can stop me

from being a teacher.