

## GLOBAL EDUCATION LESSON PLAN

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**Student Name:** Qianwen Sun

**Lesson Title:** Nothing can stop you either: A Reading Experience with Sophie's story

**Curriculum Area(s):** ELA

**Grade Level:** 2<sup>nd</sup> grade

**Time Frame:** 40 minutes

**Book Information:** Nothing stopped Sophie: the story of unshakable mathematician Sophie Germain, written by Cheryl Bardoe and illustrated by Barbara McClintock

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### **Content Standards:**

LSFS. 2.RL.3.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

### **"I Can" Performance Outcomes for Students Aged 4-7:**

Grade 2: 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:**

We will read the book "Nothing stopped Sophie" to explore the importance of solving difficulties to help ourselves and others. I will read aloud the picture book twice. The first read-aloud is aimed to let students have a general idea of the story. After the first reading, I will ask a question about the text: What did Sophie want to do? The second read-aloud is aimed to test students' understanding. Thus, after the first read aloud, I will divide students into small groups (3-4 students in a group) and hand out two graffiti papers for each group with two questions on papers. Throughout the second reading aloud, each group will sketch responses and quotes according to two questions: what kinds of difficulties tried to stop Sophie and How did Sophie solve the difficulties. When groups are ready, group members can share their graffiti papers. Next, I will read the last two pages of the book again and ask the students what did Sophie herself and others benefit from Sophie's efforts of solving difficulties, and why it is important for us to solve difficulties. Students will discuss these questions in their groups and share their thinking with the whole class later. Then, each group will share their stories of solving difficulties to help ourselves or others

like Sophie. Students will have time to write down their stories in the writing prompts. Finally, students have chances to share their stories on the writing prompt with the whole class.

**List of materials:**

Nothing stopped Sophie, written by Cheryl Bardoe and illustrated by Barbara McClintock.

Two Graffiti papers for each group

Writing prompt for each student

( Graffiti papers and writing prompt will be shown as below in a form of samples )

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

Sophie loved mathematics and she wanted to be a mathematician. She encountered a lot of difficulties in her way to realize her math dream, but she all successfully took action to solve the difficulties. When her parents thought it was inappropriate for a girl to be a mathematician, so they took away candles and warm dresses to stop her. But Sophie learned math besides a window with a blanket. When no professor would read a woman's work, Sophie turned in her work by mail. When every people thought the formula about vibrations was impossible, Sophie revised her work and finally made it... At last, not only did Sophie realize her dream, but her work also contributed to other mathematicians' deeper discoveries, so as to help build Eiffel Tower and other modern skyscrapers.

**Essential Questions:**

What did Sophie want to do?

What kinds of difficulties tried to stop Sophie?

What did Sophie to solve the difficulties?

What did Sophie herself and others benefit from Sophie's efforts of solving difficulties?

Why it was important to solve difficulties/issues/problems?

Did Sophie's story remind your story of solving difficulties? Did it help yourself or other people?

**Assessment:**

Firstly, I will use two graffiti papers to see whether students understand the text to reach the standard. Secondly, I will use writing prompts to see whether students reach the "I can" statement. Plus, I will also take students' responses to questions, their discussion in their group and groups' sharing as assessments. When students are discussing in groups or responding to my questions, they are both showing their understanding of the text and gradually meeting the requirement of the "I can" statement. Samples of graffiti papers and writing are as below.

Incorrect solutions

Her parents took away candles

Because she was a woman

A very hard question

can't go to class

What kinds of  
difficulties tried  
to stop Sophie?

can't attend a university

No lighting, no warm dresses

An impossible question

Professor stopped writing letters to  
Sophie

No professor wanted to  
read a woman's work

Be rejected

secretly acquired notes  
from Math class  
Spend two years  
Never gave up  
Blankets  
use the window  
Mail her homework

## How did Sophie Solve these difficulties?

Kept up with her studies

More hard work

Try different numbers

chat with scholars

Added, subtracted,  
multiplied, divided

Returned to work,

Try Again

Made her best guesses

Share your story

Writing Prompt:

- Please include:
1. What difficulties you were facing?
  2. What did you do to solve the difficulties?
  3. Did the outcome help yourself or others?

I like Sandwich and my little brother likes too. But I don't know how to make a sandwich. I went to Mom and asked her to teach me. That was easy to learn. Now I know how to make a sandwich, and I teached my little brother. Sometimes, I make sandwiches for me and my little brother.

Share your story

Writing Prompt:

- Please include:
1. What difficulties you were facing?
  2. What did you do to solve the difficulties?
  3. Did the outcome help yourself or others?

My English was not good but I learned from watching cartoon and read picture books. So my English is getting better. Sometimes, I can even translate the Chinese into English to help my grandma. Her English is not good either. But I can help her so she can learn from me. We learn English together. 😊

## **Procedures:**

- Introduce the book “Nothing stopped Sophie”.
- Read aloud the picture book then ask: “What did Sophie want to do?”
- Students will respond to this question by raising hands.
- Divide students into groups (3 – 4 students in one group) and hand out two graffiti papers with two questions on papers.
- Remind students to sketch their responses and quotes on the graffiti papers throughout reading aloud.
- Read aloud the book to students again.
- When groups are ready, invite groups to share their graffiti papers with the whole class.
- Read the last two pages of the book again and ask: “what did Sophie herself and others benefit from Sophie’s efforts of overcoming issues?” and “Why it was important to solve difficulties?”
- Students will discuss in their groups and share their ideas.
- Invite students to share their stories of solving difficulties to help themselves or others in their groups.
- Organize students to write down their stories in the writing prompts.
- Invite students to share their written stories with the whole class.

## **Additional Comments:**

**Anticipated Difficulties:** It might be difficult for students to sketch their responses and quotes on the graffiti paper throughout the reading aloud during the second read-aloud. Even though it is during the second read-aloud, students might not remember many details from the first read-aloud. Thus, some of them may get into trouble that when they are sketching their responses or quotes, they miss hearing or seeing something.

**Differentiation:** Grouping students can be beneficial. For those students who are shy to speak out to the whole class, being in the group at least provides the students an opportunity to reach the “I can” statement goal. Besides, grouping can help students share ideas, for those students who cannot sketch many responses, it is a good chance for them to get information from peers.

**Additional Resources:** None.

## **Reflection:**

The process of designing the lesson was both challenging and rewarding for me. For one thing, I met some problems when designing the lesson in terms of duration of time, grouping and writing prompts. For another, designing the lesson also expanded my visions and knowledge about global competence.

First of all, I was not sure whether I need to read aloud the book two times. When I was designing the lesson plan, considering the limited class time, so I could not decide to read aloud the book one time or two times. But later I realized that reading aloud once might not be helpful for students to sketch on the graffiti paper. On the one hand, students were not familiar with the text. When they caught one point that they wanted to write down on the graffiti paper, they were likely to miss the next text. It is difficult for second graders to do multiple tasks at the same time. On the other hand, focusing on the graffiti paper will decrease students' time on the beauty of the text and illustrations of this book. Thus, in order to ensure students can both enjoy the text and illustration and understand the text so as to finish the graffiti paper task, I finally decided to read aloud the book twice.

Second, while I didn't mention it in the procedures, but I think it is necessary for me to set some rules about group discussion. Discussion is an important part of this lesson plan. Since the "I can" statement is about communicating ideas, thus, I prepare some discussion parts for students. However, in order to guarantee that every student has the chance to speak out, I need to set up some rules, such as appointing one student in each group. The student will ensure everyone has the same duration of time to speak out, and if some students are saying too much, the student will remind them of the time, and if some students are too shy to say much, the student will encourage them to share more. And students in groups can take turns to do this job. Additionally, when it is time for groups to share, students in groups can also take turns to do the group presentation. I think in this way, students can better reach the requirement of the "I can" statement.

Next, as for the writing, I was always thinking about whether it is necessary for me to prepare a sample for students to help them write. I was also thinking whether the writing sample will limit students' thinking or writing ideas. But I wanted the writing can be connected with students' life and Sophie's story, so I listed three important questions to guide students. The questions can also connect the former classroom activity-- graffiti papers. Finally, I still decided to use writing prompts to guide students' writing. After all, before they start to write, they have chances to share their stories in groups without guiding questions.

Last but not least, while I thought designing this lesson was challenging for me since I encountered some problems that I couldn't fix quickly, the lesson plan was still rewarding. To be honest, I didn't expect that global competence can be woven in the reading aloud a picture book. The experience expanded my vision, my knowledge, and professionalism. I was developing myself in global competence as well and helped me become a global citizen in the process of designing the lesson. The lesson plan inspired me the new ways to utilize the picture books and the new content needed to teach students.

In summary, even though I didn't have the chance to conduct the lesson, I can still learn a lot from designing such lesson plan. It is an important opportunity to develop my professionalism and I appreciate this chance.