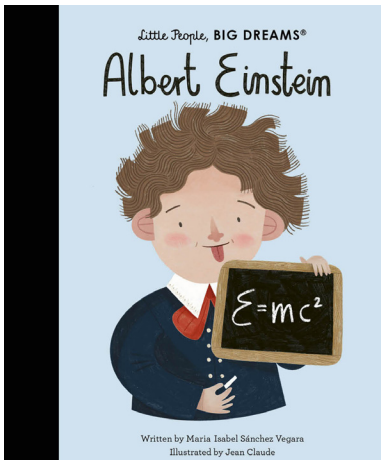


Little People, BIG DREAMS™

TEACHERS' GUIDE



Albert Einstein
Little People, BIG DREAMS™
Written by Maria Isabel Sánchez Vegara
Illustrated by Jean Claude
\$15.99 US/\$18.99 CAN
ISBN: 9780711257580
Ages: 4 to 8 (Grades: PreK to 2)
32 pages
Hardcover, 7.6 x 9.5 inches



LEARNING OBJECTIVE:

Albert Einstein was born in Germany in 1879. He lived in different places around the world and held various jobs while working on his own original ideas. In 1905, Albert discovered the Theory of Relativity and its formula, which became synonymous with his name: $E=MC^2$. He won the Nobel Prize in Physics in 1921 but was more concerned with traveling the world and sharing ideas with other thinkers and leaders. After emigrating to the United States because the Nazi Party was gaining power in Germany, he spent his time advocating for social justice. Albert valued imagination and thinking for yourself both in science and in life.

ESSENTIAL QUESTIONS IN THIS UNIT

1. What was interesting about Albert's childhood?
2. What are some of Albert's most important discoveries?
3. What won Albert the Nobel Prize?
4. Why did Albert move to America?
5. Why is Albert Einstein a dreamer we should all know about and admire?

CLASSROOM DISCUSSION TOPICS

1. Albert didn't say his first word until he was four years old, which is considered late (p. 3). Ask students to talk with their families to find out when they said their first word and what that word was. On a subsequent day, allow time for students to share and discover if there are any common first words.
2. On page 5, it says that school was a "nightmare" for Albert. Using what they learned about Albert from the book, have the students infer and discuss why this was probably the case.
3. Albert regretted sending the letter about the nuclear bomb to the United States government (p. 13). Talk to the students about what it means to regret something, using Albert's example and one of your own if you feel comfortable doing so. Then provide time for students to share about a

time when they did something they later regretted.

4. Albert was forced to leave Germany because he was Jewish and the Nazis didn't want anyone who was different from them to be allowed to live a normal life (p. 10). Once in America, Albert used his fame to fight for Black people to be treated fairly (p. 14). Ask the students why they think this cause was important to Albert after what he had gone through.

5. The name 'Einstein' is often used to describe anyone who is a genius (p. 15). While everyone might not be a genius in the same way that Albert was, we are all geniuses at something. Use your own personal example to describe an unconventional way that you are a genius to model for students the type of responses they can share. For example, "I'm an Einstein at making perfectly round pancakes," or "I'm an Einstein at making people laugh." Have students share their own "I'm an Einstein at..." statement and help them recognize that everyone has gifts to share.

STUDENT ACTIVITIES

1. Albert's father gave him a compass when he was five years old (p. 4). Show students a large photograph of a real-life compass and discuss how it works. Label the cardinal directions on your classroom walls and play a game of "Simon Says" using them. For example, "Simon says face North," "Simon says clap to the west," or "Point South."

2. $E=MC^2$ is Albert's most famous contribution to physics and is the most well-known formula in the world (p. 7). Provide students with a chalkboard image like the one seen in the illustration and a white crayon. Have them draw what they will do to help the world when they grow up, just like Albert wrote his famous formula.

3. On page 8, readers see a black and white silhouette that gives a glimpse into Albert's colorful mind. Provide students with a generic side view picture of a person set up in a similar way as that illustration: silhouette with a large white circle in the brain space. Ask students to make colorful representations within of the large white circle of what's going on inside of their brains. Maybe they're thinking of the people they love or the book they just read; maybe, like Albert, they have ideas and imaginative thoughts. Provide a variety of art materials for students to complete their brain pictures.

4. Classroom Think Tank: Albert spent a lot of time traveling the world to share his knowledge (p. 9). Provide students some time to journal about topics they know a lot about and would feel comfortable teaching someone else. When the brainstorming part is done, create your Classroom Think Tank by gathering the students in an area of the room (decorate this area ahead of time if you wish) and having them sit with a partner to share their knowledge. Rotate through a few different rounds of sharing with different students.

