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Lesson Plan: 2 sessions of 45-minute- 60-minute activity

The Magical Skies of Sumpango / Los cielos mágicos de Sumpango

Grade: 3. ° to 6.º grade	Subject /Discipline: Social Studies / Language Arts	Date: October 2026	Prepared By: Aline Xavier

Objectives (Student Learning Objectives) 3-5
Students will:

- Students will identify and interpret themes of family, memory, loss, community, and the transmission of traditions in The Magical Skies of Sumpango / Los cielos mágicos de Sumpango.
- • Students will use details from the text and illustrations to make predictions, explain ideas, and support their understanding of the story and giant kite tradition.
- • Students will observe and describe colors, shapes, patterns, and symbols in kite designs and use these elements in an original visual design.
- • Students will recognize and respect similarities and differences among family and community traditions and ways of remembering people who have died.

Essential Questions: Questions without easy answers—human conditions. Open ended…

- How do communities use traditions to remember and honor people?
- How are traditions passed from one generation to another?
- How can art, colors, shapes, and symbols communicate memories and ideas?
- What can we learn about a community by learning about its traditions?

Professional Standards (Common Core, State Standards and Benchmarks):
https://web.ped.nm.gov/wp-content/uploads/2025/01/NM-Standards-508.pdf

Theme 2: Cultures, Identity, and Community	
Anchor Standard **The student demonstrates an understanding of:**	**Performance Standard** **Therefore, the student is able to:**
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	• Grade 3 — 3.26: Express a positive view of themselves while demonstrating respect and empathy for others; 3.27: •Compare and contrast their cultural identity with other people and groups. • Grade 4 — 4.25: Participate in inquiry of other people's lives and experiences while demonstrating respect and empathy for others. • Grade 5 — 5.30: Demonstrate knowledge of family history, culture, and past contributions of people in their main identity groups. • Grade 6 — 6.20: Demonstrate relationships between personal events and historical events.

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	• Grade 3: 3.27. Express a positive view of themselves while demonstrating respect and empathy for others. • Grade 3: 3.28. Compare and contrast their cultural identity with other people and groups. • Grade 5: 5.30. Demonstrate knowledge of family history, culture, and past contributions of people in their main identity groups..
Ethnic, Cultural, and Identity Studies 21. Identity in History	• Grade 4: 4.26. Explain connections between historical contexts and people's perspectives at the time. • Grade 6: 6.20. Demonstrate relationships between personal events and historical events.

Description of the Lesson or activity	**Teacher Materials listed**	**Student Materials listed**	**Anticipated Time**	**Student Guide:** (What will students actually be doing during each step?)
Activating prior knowledge.	Whiteboard/flipchart, markers; visual depiction of giant kite from Guatemala.	Optional notebook or sticky notes	10 minutes	Think about a tradition, celebration, object, or family memory that is important to you. Share one word, memory, or idea. Identify themes such as family, memory, community, tradition, and culture.
Picture Walk. Before reading, display selected illustrations without reading the text. "	Book or projected pages, video projector	Notebook or observation sheet	10 minutes	Look carefully at selected illustrations before reading. What do you notice? Who is in the picture? What might be happening? What details help you make a prediction? .
Guided reading of the book.	The Magical Skies of Sumpango / Los cielos mágicos de Sumpango; projector or read-aloud video.	Book access, if available	20 minutes	Read and/or listen to the story together. Pause to notice Maya, her grandmother, the community, and the giant kites. Identify details about family, memory, loss, and tradition. .
Guided discussion.	Whiteboard for recording answers	Notebook or discussion notes	15 minutes	In groups of 3–4, discuss what we learned about Sumpango, the meaning of the kites, Maya's experience, and how traditions are passed on. Support ideas with details from the story and illustrations. .
We Build Our Own Kite	Paper, wooden sticks, string, glue, scissors, tissue paper or other classroom-safe materials; kite-design examples.	Paper, pencils, colors; construction materials as provided	30 minutes	Sketch a kite design. Decide what shapes, colors, and patterns to use and what the design will communicate. Create and decorate the kite. Include a symbol representing a person, memory, tradition, or something important. the answer that

				best explains the book.
Remember and Recreate!	A kite design divided into four sections; cards with shapes, colors, lines, and patterns.	Card sets; paper for reconstruction	15 minutes	Work in teams of 3–4. Observe a kite design for 30 seconds. After it is covered, use the cards to reconstruct the design from memory. Compare with the original and discuss team strategies.
Share and Reflect.	Paper, markers, colored pencils, optional magazines or printed images	Paper, pencils, colors	15 minutes	Present your kite and complete: "My kite represents _____ because _____." Explain how a color, shape, pattern, or symbol communicates an idea or memory. Listen respectfully to classmates.

Formative Assignment(s)

- Picture Walk: Teacher observes students' predictions and use of visual evidence.
- Guided discussion: Teacher notes students' ability to share observations, support ideas with details, listen to others, and recognize similarities and differences among traditions.
- Kite reconstruction activity: Students demonstrate visual memory, observation, pattern recognition, geometry, and collaboration.
- Student kite and explanation: Students create an original design and explain the connection between its colors, shapes, patterns, or symbols and a meaningful idea, memory, or tradition.

Summative Assessment (this is typically saved for the end of a larger unit):

• Students create and present a final kite design accompanied by a short written or oral explanation. The response should demonstrate understanding of the story's themes of family, memory, community, and tradition; identify at least one detail from the story or illustrations; and explain how the student's visual choices communicate an idea or memory.