



Book blog: <https://teachinglatinamericathroughliterature.wordpress.com/>

For more resources: <http://www.laii.unm.edu/info/k-12-educators/index.html>

For questions: laiioutreach@unm.edu

Lesson Plan: 45 min-60-minute activity

Grade: Sixth grade	Subject /Discipline: Science	Date: 09/22/2025	Prepared By: Lizbeth Sánchez García
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Objectives (Student Learning Objectives) 3-5
Students will:

- Foster a sense of individual and community responsibility towards the environment.
- Recognize the importance of forests, plants, animals, and the services they provide to humankind.
- Develop environmental awareness.

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

- What flora and fauna can I observe in my surroundings?
- What environmental problems do you see around you (damaged trees, litter, pollution, etc.)?
- How can I get involved, or how can I encourage others to get involved, in solving these problems?

Professional Standards (Common Core, State Standards and Benchmarks):

<https://www.ixl.com/science/skill-plans/new-mexico-stem-ready-science-standards-grade-6.pdf>

Interdependent Relationships in Ecosystems

MS-LS2-2: Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

1. Classify symbiotic relationships R7D

MS-LS2-5: Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

1. Coral reef biodiversity and human uses: explore a problem N2U
2. Coral reef biodiversity and human uses: evaluate solutions UVK

Description of the Lesson or activity	Teacher Materials listed	Student Materials listed	Anticipated Time	Student Guide: (What will students actually be doing at each step?) Write in a way that students can follow
<i>Activating prior knowledge.</i> Discussion questions: What is a forest? What functions does it serve for us? What happens if forests are destroyed? Who takes care of forests and how?	Whiteboard/flipchart, markers	The printed book	10 minutes	Students will answer the questions to connect their experiences and perceptions with the environmental themes of the story.
<i>Reading the story "El cuidador del bosque"</i> As a group (this can be done aloud, in pairs, or by reading excerpts).	Copies of the story; projected reading if you have a projector; markers for highlighting	5 copies from the printed book for each team	10 minutes	Students will listen to the story and they will identify the characters, setting, and conflict.

Group sharing - What conflict did Quiej face? - What message did the gods give him? - Why did the trees and animals begin to disappear? - What role does gratitude play in the story? - How did the forest change in the end?	Notebook; work in pairs or small groups; whiteboard for recording answers.		15 minutes	Each group will delve deeper into the main environmental themes of the story.
Writing activity		Sheets of paper; colored pencils; option to use a camera or cell phone (if permitted by school rules).	15 minutes	Students create a list of plants, animals, or ecosystems that they are familiar with in their neighborhood or nearby park; they can bring photos or drawings for the next session.
Closing			5 minutes	A few students will share their list with the class. The professor will lead a short discussion about the importance of environmental protection. This activity can be continued and expanded upon by connecting the story to the students' real-life environment, in preparation for the next session.
<u>Formative Assignment(s)</u> • What are ALL of the pieces of evidence that students utilize along the way to demonstrate their understanding? In other words, what are all of the artifacts/'proof' that students are engaged in? Discussions also count.				

- Analysis discussions: Instructor will assess the students' understandings of the story through a simple rubric.
- Group discussions: Instructor will take notes on students' questions and insights into the works as they observe the groups discussions.
- Exit ticket: students will write an answer to the question: what species of plants and animals did they identify?

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

- What cumulative piece of evidence sums up student learning and ties all the smaller pieces of the lesson and/or unit together?
- Students move from reflection to action; in other words, they develop a sense of responsibility for their environment.