Book blog: https://teachinglatinamericathroughliterature.wordpress.com/
For more resources: http://www.laii.unm.edu/info/k-12-educators/index.html
Email: laiioutreach@unm.edu

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

Grade: 1. ° to 5.º grade	Subject /Discipline: Language Arts / Literacy (Environmental Sciences)	Date: 03/27/2026	Prepared By: Lizbeth Sánchez García

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

- Develop awareness of the importance of reading and creativity for transforming the world.
- Explain how the central message of the story contributes to caring for the planet.
- Analyze the symbolism in stories for artistic creation as social change.

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

- Is it possible to use our creativity and imagination to solve environmental problems?
- Why is it important to take care of the Earth?
- If you had a magical power to write stories that come true, what would you write about?

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

Theme 1: Living, Learning, and Working Together	
Anchor Standard *The student demonstrates an understanding of:*	**Performance Standard** *Therefore, the student is able to:*
Civics 4. Roles and Responsibilities of a Civic Life	• 1.7. Explain and provide examples of how people play important roles in society.
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	• 1.8. Investigate how people work together to accomplish a common task and how this benefits and challenges people when working together.

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
Activating prior knowledge. If you could draw something that could come to life, what would it be?	Whiteboard/flipchart, markers		10 minutes	The students will draw on a sheet of paper the first thing that comes to mind.
Guided reading of the book They will all read the book together in the classroom.	Video projector		15 minutes	The students will read the story together.

Guided discussion To broaden the discussion of the topic addressed in the book, the teacher may ask questions such as: • Who is Sofia? • What makes the pencil special? • What message does the story leave us with?	Whiteboard for recording answers.		15 minutes	In groups of 3-4, students will reflect on the questions posed by the teacher.
Let's watch a video. With all these ideas in mind, the professor will ask you to put away your notes so that you can now watch the “Plantae” animation.	Video projector		15 minutes	The students will watch the animation together.
Reflection on the video. The students will answer the reflection questions: What did you think of the video? How did you feel while watching it? Do you believe this is happening in the forest?			10 minutes	Together, they will reflect on the questions.
Let's imagine. Now, let's imagine that with our magic pencils, we are going to help create: a healthy forest, protected animals, clean oceans, stop the cutting			20 minutes	In the same groups of 3–4, the students will talk about what they would like to write or draw.

down of trees, and clean cities—what do we need to draw or write?				
Our Magical Story Now they will be asked to capture—in a written or illustrated story—the actions they could take to resolve a specific problem they chose; but thinking about concrete actions to resolve it. For example: conserving water, reducing plastic use, or caring for the plants or animals in your locality.	All the materials that the students need. (colors, magazines, pencils, markers, images, music)		40 minutes	For this activity, students may produce whatever material they wish; they simply need to answer the question: "How can we help the planet in real life?"
Reflection and presentation Each team or student will present their work.			10-15 minutes	In the presentation, in addition to explaining what they did and what it represents, they can add: Something they learned, how it made them feel, and something they would like to contribute to their community.

<u>Formative Assignment(s)</u>

- What are ALL 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 importance of promoting respect and care for Mother Earth
- Group discussions: Instructor will take notes on students' questions and insights into the works as they observe the group discussions.

- Exit ticket: students will write an answer to the question; how can we commit to emphasizing solve an environmental problem in our schools?

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 connection with the impact of their actions on the environment
- They will also put special emphasis on how they are at just the right time to contribute to a better world for themselves and future generations.