LATIN AMERICAN & IBERIAN INSTITUTE

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

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

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

- Students will identify and interpret themes of family, memory, food, traditions, culture, and community in Family Pictures / Cuadros de familia.
- Students will use details from the text and illustrations to make connections and support their understanding of the book.
- Students will use sensory experiences, images, and personal connections to share a meaningful family or community memory through oral, written, or artistic expression.
- Students will recognize and respect similarities and differences among family traditions, languages, and cultural experiences.

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

- How do everyday experiences become important memories?
- How do family traditions help shape who we are?
- How can images and words work together to tell a story?
- What can we learn from the stories, traditions, and memories of other people?

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	• 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. These standards support students as they connect the book's family memories and traditions with their own experiences and those of classmates.

thnic, Cultural, and Identity Studies 20. iversity 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..
thnic, Cultural, and Identity Studies 21. Identity in listory	• **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?) Write in a way that students can follow
Activating prior knowledge. Ask: "What is a memory you enjoy sharing with your family or friends?" Students may think about a food, celebration, place, person, or everyday moment that reminds them of home or community.	Whiteboard/flipchart, markers	Optional notebook or sticky notes	10 minutes	With the support of the teacher, students will share a word, memory, or idea connected to family or community. Together, they will identify themes such as family, food, memories, traditions, culture, and community.
Picture Walk. Before reading, display selected illustrations without reading the text. Ask: "What do you notice? Who is in the picture? What might be happening? What details help you make your prediction?"	Book or projected pages, video projector	Notebook or observation sheet	10 minutes	Students will observe the illustrations carefully and make predictions about the people, places, activities, and memories represented in the images.
Guided reading of the book. Read Family Pictures / Cuadros de familia together. Pause at selected pages to connect the words with the illustrations and notice details about family life, celebrations, food, traditions, and community.	Family Pictures / Cuadros de familia; video projector or read-aloud video	Book access, if available	20 minutes	Students will read and/or listen to the story together. They will identify details that help them understand the author's memories and experiences.
Guided discussion. To broaden the discussion, ask: What is the book mostly about? • How does Carmen Lomas Garza share her stories? • Why are the pictures important? • What	Whiteboard for recording answers	Notebook or discussion notes	15 minutes	In groups of 3–4, students will reflect on the questions and support their ideas with details from the book and illustrations. The important aspect is to invite students to

can everyday moments teach us about family and culture? • What might a special food remind someone of?				recognize similarities and differences among family experiences.
Wordwall: Family Pictures – Carmen Lomas Garza. Students complete the six-question interactive activity created for this lesson to review comprehension and interpretation of the book.	Computer, tablet, or projector; internet access	Computer or tablet, if available	5 minutes	Students will answer five multiple-choice questions. They will read carefully, think about the illustrations and stories, and choose the answer that best explains the book.
The Story Behind a Food: Exploring the Senses. After reading and discussing the scene related to preparing tamales in *Family Pictures / Cuadros de familia*, students explore different ingredients associated with traditional or meaningful foods. The teacher places selected ingredients in separate containers. Examples may include corn, cinnamon, chocolate, flour, beans, or spices, taking into account allergies and school guidelines.	Separate containers; selected food ingredients; ingredient labels; allergy/safety information; chart paper or whiteboard; sensory observation chart		20–30 minutes	Students will explore an ingredient or object and describe it using their senses. Then they will discuss: What does this remind me of? Who prepares or shares this food? When do we eat it? What memory is connected to it?
Share Our Story. Students choose an ingredient, food, tradition, celebration, place, or everyday experience that connects to a meaningful memory. Inspired by *Family Pictures / Cuadros de familia*, they create an image that preserves and accompanies that memory. **Sentence frame:** "The smell/taste/sound/image of _____ reminds me of _____ because _____." Students may respond through drawing, painting, collage, writing, or oral storytelling. They may use the language(s) appropriate to the classroom goals.	Paper, markers, colored pencils, optional magazines or printed images	Paper, pencils, colors	30 minutes	Individually, students will create a drawing, painting, collage, or other image representing a meaningful memory. They will add a short written or oral explanation describing the connection between the image, the memory, and the sensory experience. Students may share their work with a partner, in a small group, or with the class.

Formative Assignment(s)

- **Sensory exploration:** Teacher observes students as they use sensory vocabulary to describe ingredients and make connections between sensory experiences and food, family, and memory.
- **Group discussion:** Teacher takes notes on students' ability to share observations, make connections, listen to others, and recognize similarities and differences among family and community experiences.
- **Wordwall activity:** Students demonstrate comprehension and interpretation of the book's main ideas.
- **Student story and image:** Students create an original response connecting a sensory experience, personal memory, family tradition, or community experience to the themes of the book.

- Student story and image: Students create an original response connecting a personal, family, or community memory to the themes of the book.

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?