

1. Lesson Title:

La Mejor Parte de Mí / The Best Part of Me: Celebrating Our Bodies with Words and Images

2. Objectives:

Academic Objective(s):

- Students will write descriptive sentences about a body part they feel proud of.
- Students will practice expressing positive self-reflection through writing.

Artistic Objective(s):

- Students will pair their writing with visual representation using photography or drawing.
 - Students will explore visual storytelling and composition by highlighting a meaningful body part.
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3. Standards:

Academic Standards:

- TEKS English Language Arts and Reading: 110.12(b)(17) Composition—write brief compositions that convey thoughts and feelings.
- TEKS Health Education: 115.13(b)(7) The student understands that a person's body belongs to them and identifies ways to show respect for self and others.

Arts Standards:

- National Core Arts Standards (Visual Arts):
 - VA:Cr2.1.2a: Experiment with various materials and tools to explore personal interests.

- VA:Re7.1.2a: Perceive and describe aesthetic characteristics of one's natural world and constructed environments.
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4. Vocabulary:

Academic Vocabulary English:

- Pride
- Description
- Identity
- Unique

Vocabulario Académico:

- Orgullo
- Descripción
- Identidad
- Único/a

Artistic Vocabulary English:

- Portrait
- Composition
- Frame
- Monochrome (if using black-and-white photography)

Vocabulario Artístico:

- Retrato

- Composición
 - Marco
 - Monocromático
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5. Materials/Resources Needed:

- Pencils and writing templates
 - Copies of *The Best Part of Me* by Wendy Ewald
 - Polaroid camera and film (or alternative: smartphone or hand-drawn illustrations)
 - Glue sticks or tape
 - Optional: Template frame for final display
 - Binding materials (if creating a class book)
 - Display space for an exhibit
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6. Lesson Introduction (5–10 minutes):

Begin by reading selected pages from *The Best Part of Me* by Wendy Ewald. Discuss:

“Why do you think these children chose those parts of their bodies?”

“What makes you feel proud about your own body?”

Introduce the project: Students will write a description of a body part they love or are proud of and then have that part photographed or illustrated to display with their writing.

7. Guided Practice (15–20 minutes):

1. **Read and Discuss:** Share examples from the book and talk about the tone of each description—pride, love, uniqueness.

2. **Brainstorm:** Students choose a body part they want to celebrate. Model descriptive writing using sentence stems (e.g., “The best part of me is my ___ because...”).
 3. **Support Writing:** Students draft descriptive sentences with support as needed.
 4. **Photography:** As students finish, a teacher or designated photographer captures a photo of the selected body part for each student.
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8. Independent Practice (15–20 minutes):

Students will:

- Finalize their written description on the provided template.
 - Receive their photo or complete a drawing of the selected body part.
 - Attach the visual component to the writing template.
 - Add final touches, such as framing or borders, to prepare the piece for presentation.
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9. Closing (5–10 minutes):

Invite students to share their finished pieces in one of several formats:

- Read aloud in a class gallery walk
- Pair-share with a classmate, reflecting on shared or unique features
- Compile into a bound class book and read together

Facilitate a reflection:

“What did you learn about yourself or others through this project?”

“How does it feel to celebrate your body in this way?”

10. Assessment:

Academic Assessment:

- Evaluate writing for clarity, completeness, and use of descriptive language.
- Check for appropriate sentence structure and expression of self-pride.

Artistic Assessment:

- Assess effort and care in pairing written content with the visual representation.
 - Rubric: creativity, clarity of self-expression, attention to layout or composition.
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11. Differentiation Strategies:

- Provide sentence stems and word banks to support developing writers.
 - Allow oral dictation or audio-recorded descriptions for students needing support with writing.
 - Use drawing as an option for students who may not wish to be photographed.
 - Invite caregiver support in a family-day version of the activity for younger students.
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12. Reflection (Post-Lesson):

- Did students engage positively with the concept of body appreciation?
 - How did the pairing of visual and written elements enhance student expression?
 - Were students able to identify similarities or uniqueness in a supportive, inclusive way?
 - What adjustments could be made to include students who may feel less confident?
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Notes:

Additional Extensions:

- Revisit the project multiple times throughout the year to observe growth in self-image.
- Create a **family body tree**, where students compare physical traits across generations.
- Students create and perform a **monologue or pantomime** about their “best part.”
- Curate a digital version of the class book or display to share with families or school community.

Age Range:

Best for Grades 1–5; can be extended to younger students in family settings with caregiver support.

Community Cultural Wealth Objectives:

- This lesson connects to **Familial Capital** by helping students recognize physical traits shared with or unique to their families, reinforcing love and pride in their identity and lineage.