



DAY 1

I AM ENOUGH

by GRACE BYERS illustrated by KETURAH A. BOBO

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COMPREHENSION FOCUS

Retelling: Stop-Think-Paraphrase (STP) using Illustrations



SEL CONNECTION

Acceptance

PREPARE

Starting with the title page as page 1 (which includes the title, author, and publisher), use circle stickers or sticky notes and number each of the book's pages. Place a sticky flag on the following pages: 15, 23, and 32.



STEP 1

EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT

Today when I read this story, I will stop, and we will think about what we've read. We will use our own words to retell what we read. This is called paraphrasing. When we paraphrase, it helps us think about the author's message to us.

STEP 2

INTRODUCE THE NEW BOOK

This story is written as a poem. Poems sometimes have fewer words than a story, but those words can tell us so much. As I read, pay attention to the words and listen for a pattern. We will discover what the author wants us to know about loving who we are, respecting others, and being kind to one another.

STEP 3

READ AND DEMONSTRATE HOW TO USE THE STRATEGY

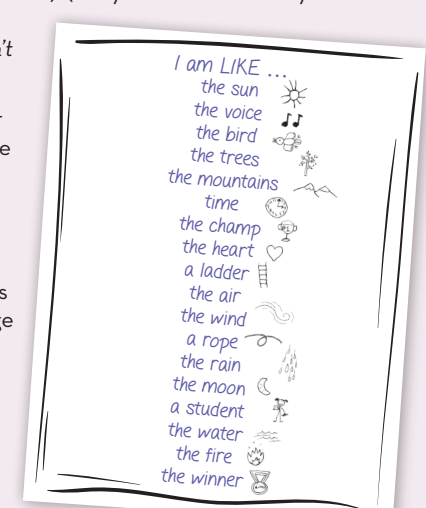
The first part of this story uses the word like to compare the little girl to many different things. This little girl in the story could be you or me. Let's read page 5: Like the sun, I'm here to shine. Let's think about what that means. Let's describe the sun: the sun is bright; the sun shines; the sun is warm; we look up to the sun; sometimes the sun even sparkles. The author wants us to know that we have sunlike qualities, that we can be like the sun. We can shine with our actions (like in a sport or with a talent). We all shine in different ways. All those words are not written on the page, but I stopped and thought about what the author was saying and then used my own words. I am going to add the word sun to our chart. As I read the next few pages, listen for more things that the author compares us to.

Read pages 6-15. *Let's stop here and think about what the author is telling us. What things did the author compare us to? List them on the chart (the voice, the bird, the trees, the mountains, time, the champ, the heart, a ladder, the air). Let's go back and reread page 10. Now I am going to think about why the author compared the girl to a tree. Let's think of how a person can be like a tree. Turn to your partner and describe a tree (it's alive; it grows; it has branches; it sways; it's strong; it gives shade or comfort). We are like trees because we are alive. We are like trees because we grow and grow. When we grow, we change. Leaves change colors. We can reach out our arms, and they are like the branches; we can sway in the wind. Notice how I am using words in the book but thinking more about what the author could mean. Let's pretend we are a tree. Have students crouch down low and get bigger and bigger, stretching out their arms to imitate branches. Have them sway their arms side to side like the wind is blowing through them.*

Read pages 16-23. *Let's stop here and think about the things the author compares us to. Have students talk with a partner and then list them on the chart (the wind, a rope, the moon, a student, the water, the fire, the winner). (They do not need to say all the items that are in the book.) Let's look at our chart. Choose one item you added to the list and describe it; then say how it can be like a person. We can be like so many things. But we all don't have to be like the same thing.*

Read pages 24-32. *Let's think about the message the author just gave us. Turn to your partner and tell them what we read using your own words (we're all different; we aren't supposed to be the same; sometimes we will argue or think different things; we may have different color skin, eyes, or hair, but we are still important and our lives matter; we need to be kind and love one another; if someone needs our help, we need to help them; we are enough). Let's look at the illustration on pages 30-31. How are the children the same? How are they different? Invite students to talk about what they notice. (A keen student may note that this book's illustrations only include girls. If so, be prepared to address this by assuring them that the author's message is intended for all genders.)*

Let's look at our chart. We can be like so many things. There are so many different things on this list. Which thing are YOU most like? Some of us are more like one thing than another. We are all different, but we can still get along. We accept others the way they are and know we are ENOUGH the way we are.





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STEP 1

REVIEW THE BOOK

Look at the chart from Day 1. Read the list of all the things we can be like. If your students will be doing the writing with a prompt, choose one word off the list and write it on a separate chart. Then jot down some key words describing the word you chose. This will serve as a model for their writing.

STEP 2

CHOOSE A WRITING FORMAT

If students are below an instructional Level E, choose the **Dictate the Sentences** option. If students are Level E or above, choose the **Prompt and Plan** option.

DICTATE THE SENTENCES

Dictated Sentences: *I am like the sun. I can shine.*

Interactive Writing: *Let's write, I am like the sun. I can shine. Repeat that with me.*

As students say the sentences with you, draw a line for each word in the first sentence on a piece of chart paper.

Have students help write the dominant sounds in each word in the first sentence. Use an ABC chart or poster to create the sound-letter link. Share the marker with students and have them help write any familiar sight words on the chart. Demonstrate proper letter formation on a dry-erase easel. As one student writes a letter on the chart paper, have other students practice letter formation by writing it in the air. Every time you write a new word, have students repeat the sentence; this will help them remember the story.

After you write the first sentence, repeat the procedure with the second sentence, drawing a line for each word on the chart paper.

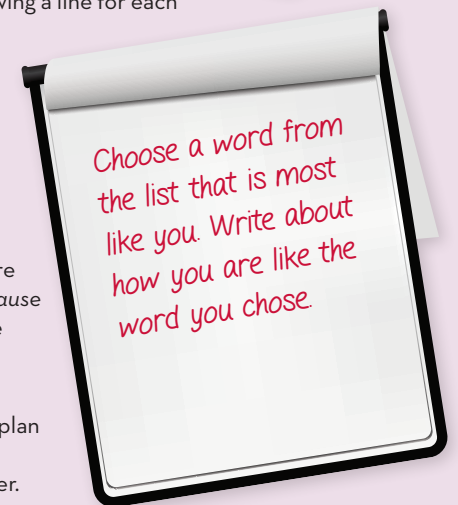
Reread both sentences. Display the chart paper.

PROMPT AND PLAN

Prompt: *Choose a word from the list that is most like you. Write about how you are like the word you chose.*

Plan: Have students write down a word from the chart list from Day 1 at the top of their paper. Then have them jot down some key words for the word they chose. When they are ready to write, prompt them to begin by using the sentence frame: *I am like the ___ because I ___.* Have them write a few more sentences using the words they listed to describe the thing they chose.

Write: While students are writing, circulate the room and confer with individuals. Have students use their personal word wall as a spelling reference. Assist students with their plan by referencing the anchor chart from Day 1, orally rehearsing their next sentence, or addressing their individual writing target. Have students share their writing with a partner.



STEP 3

EXTEND AND CONNECT THE LEARNING

Put the chart from Day 1 and the book in a writing center. Have students choose another item off the list to write about. Again, provide the sentence frame: *I am like the ___ because I ___.* Allow them to illustrate their writing. Create a class book titled *We Are Enough!*

LITERACY Footprints