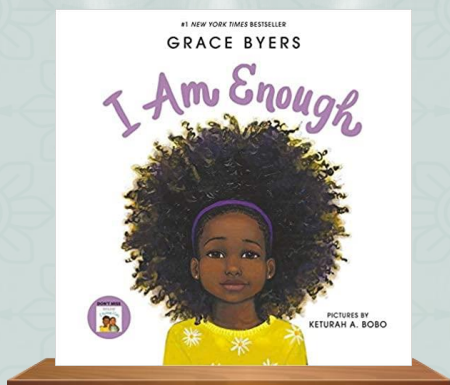


New York State  
**BOOK NOOKS**



**Title:** I Am Enough  
**Author:** Grace Byers  
**Illustrator:** Keturah Bobo  
**Publisher:** Balzer + Bray  
**Date published:** 2018

# I Am Enough

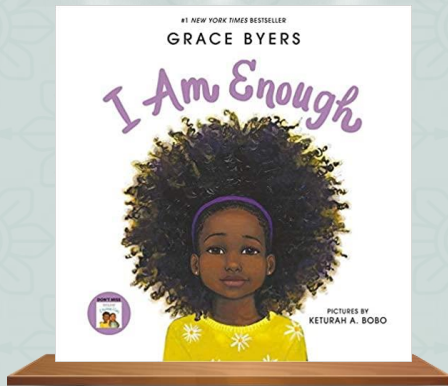
*I Am Enough* is a book that flows lyrically and spotlights characters of multicultural and diverse ability backgrounds. This book reinforces the uniqueness of individuals and inspires children to be their best in every way. The beautiful illustrations compliment the feelings and emotions demonstrated throughout the text.

<b>Pyramid Model Skill or concept(s)</b>	Self esteem, respecting others, kindness, and self acceptance
<b>Goal/Objective:</b>	Children will recognize and name the emotions of the characters.  Children will identify goals for personal behavior progress; achievement or success
<b>Emotional Vocabulary:</b>	Love, cry, try, get along, disagree, tough, worth, fear

### Story Time: (Show and Tell It)

<b>Name of Activity:</b>	Feelings Walk
<b>Supplies needed:</b>	Book, feelings chart
<b>Ideas of what to say or do.</b>	Before reading the story, take some time to “walk” through each picture and have students share how they think the characters are feeling. Direct them to the feelings faces chart in your classroom for more support.  After reading, you can also re-read the lines on each page, ask the students to close their eyes and see if your intonation brings up any other emotions that could be represented. Again, use your Pyramid Model feelings chart to support the range of emotions described in the story.
<b>What Pyramid Model skill or concept is covered?</b>	Increasing emotional literacy, recognizing feelings in others, listening skills

New York State  
**BOOK NOOKS**



# I Am Enough

**Title:** I Am Enough  
**Author:** Grace Byers  
**Illustrator:** Keturah Bobo  
**Publisher:** Balzer + Bray  
**Date published:** 2018

**Small Group: (Practice It)**

<b>Name of Activity:</b>	Mirror Image
<b>Supplies needed:</b>	Handheld mirrors, book, paper, skin tone crayons
<b>Ideas of what to say or do.</b>	<p>Reread out loud the line, “I know that we don’t look the same: our skin, our eyes, our hair, our frame.”</p> <p>In small groups, provide students with handheld mirrors, a sheet of blank paper, and a variety of skin tone crayons to use. Have children look carefully at themselves in the mirror and then make a self-portrait by first sketching their face and then adding color.</p> <p>After drawing, encourage children to share their picture with the group, and prompt them to share one thing they like about their peer’s drawing. They can also add comments about what they notice that is the same and different about their pictures/</p> <p>As an extension activity to these drawings, teachers can support students in creating their own line for the story following the book format, “Like the _____, I’m here to _____.” Write the created line on their drawing.</p> <p>The drawing can be laminated and made into a classroom book to share library area.</p>
<b>What Pyramid Model skill or concept is covered?</b>	Following directions, compliments, embracing similarities and differences, recognizing individual strengths

