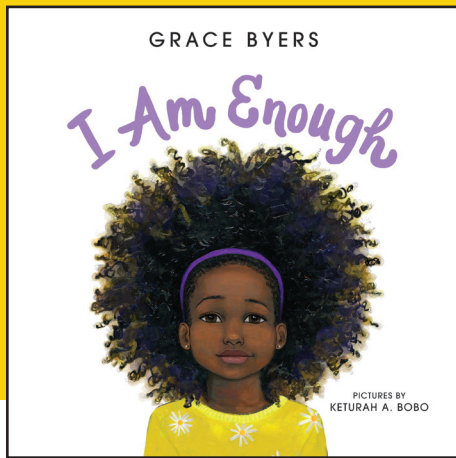


I know that we don't look the same;
our skin, our eyes, our hair, our frame.
But that does not dictate our worth;
we both have places here on earth.





I Am Enough

BY GRACE BYERS

PICTURES BY KETURAH A. BOBO

About the Book

“Like time, I’m here to be, and be everything I can.” The little girl in this story shines like the sun. She sings, soars, and stands like the mountains. “Like the winner, I’m here to win, and if I don’t, get up again.” She is strong and smart and loving and kind, but most importantly, she is herself, and that will always be enough.

Discussion Questions

- * Read the first three pages. What language pattern do you notice?
- * What does the author mean by, “Like the sun, I’m here to shine”?
- * What does the author mean by, “Like time, I’m here to be, and be everything I can”?
- * Read the pages, “Like the champ, I’m here to fight” and “Like the heart, I’m here to love.” How is it possible to do both?
- * What activities do the children enjoy in this story?
- * What does it mean to be, “Like a ladder, here to climb, and like the air, to rise above”?
- * Read the page, “I’m not meant to be like you; you’re not meant to be like me.” Do you agree? Why or why not?
- * Explain what the author means after reading the page, “And in the end, we are right here to live a life of love, not fear...”
- * What do the children mean at the end of the story when they declare, “I am enough”?

Extension Activities

Body Language. Provide each student with a large piece of mural paper. Have the students work in pairs. While one student lies down on the paper, the other student uses a pencil to trace around the partner’s body. Students should cut out their body and color the paper, adding hair, eyes, nose, mouth, hands, feet, and clothing. Display the cutouts on the wall to show how different and special all the students are.

Me Mobile. Ask the students to recall some of the activities that the children enjoyed doing in this story, and then ask them to think about activities that they enjoy doing themselves. Tell the students that they will create a “Me Mobile” to highlight their favorite activities. Give each student 4–6 pieces of poster board and have them draw on each piece an activity that they enjoy doing. Punch a hole in the top of each piece and tie a piece of yarn to it. Use different lengths and colors of yarn. Then tie each piece to a hanger. Display the “Me Mobiles” in the classroom.

Mirror Image. Reread aloud the page, “I know that we don’t look the same: our skin, our eyes, our hair, our frame.” Bring in some mirrors for the students to use. Have them look carefully at themselves in the mirror and then make a self-portrait by first sketching their face and then adding color.

Like Me. Ask the students to recall the similes in this story and list them on a chart. Examples include “Like the sun, I’m here to shine,” “Like the voice, I’m here to sing,” and “Like the bird, I’m here to fly.” Have the students compose a poem using this language pattern to describe themselves (e.g. “like the wind, I race up a hill”). Students should illustrate their poem, and then the poems can be collated into a class book.

