

TEACHER READING GUIDE

I Am Enough

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Essential Question: How do descriptive words help you understand the meaning of the story *I Am Enough*?

BOOK SNAPSHOT

Selected from the New Worlds Reading Initiative booklist

Text Type: Poetry

Genre: Ode

Themes/Topics: Self-Love, Empathy

Lexile: 400L

SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

Word Work

ELA.K.F.1.2

Add and delete phonemes in CVC words.

Vocabulary

ELA.K.V.1.1

Use grade-level academic vocabulary. (Tier 2)

Comprehension

ELA.K.R.3.1

Identify and explain descriptive words to create understanding of the text.

BUILDING BACKGROUND

- Explore what describing words are by providing a list of adjectives that describe a pencil and an elephant. Ask students to sort the adjectives that *best* describe either object.
- Here is an example list:

sharp	big
skinny	gray
smooth	loud
wooden	living

STUDENT LEARNING TARGETS

Today I am:
identifying **descriptive words** in a text.

So that I can:
understand how the words make the story more interesting and help me imagine the story in my mind.

WORD WORK – ADDING AND DELETING PHONEMES IN CVC WORDS

ELA.K.F.1.2: Demonstrate phonological awareness.

- e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.
- f. Segment and blend phonemes in single-syllable spoken words.

Students will orally manipulate phonemes in CVC words in order to strengthen their **phonological awareness**.

- Say, “Today we are going to practice substituting sounds using words from the book *I Am Enough*.”
- Say, “Look at our first word—*sun*. (p. 2)” Ask students to repeat the word.
 - “The word *sun* has three sounds, /s/ /ŭ/ /n/.” Hold up a finger for each sound as you say it. (Be sure that as you face the students, they will see your fingers held up in the same left-to-right direction as reading).
- Ask the students to repeat the word and sounds with you.
- Say, “The word is *sun*. Change the /s/ to /b/. Let’s blend the sounds together—/b/ /ŭ/ /n/.” Model counting each phoneme with your fingers.
- Ask, “What is the new word?” (*bun*)
- Repeat. Ask the students to say and count the phonemes with you and then blend all the sounds together.

Continue to practice the phoneme substitution skill with the following words from the book:

- get (p. 18)
- not (p. 21)

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.

Examples of Tier 2 vocabulary words for this text are:



soar (p. 5): If something or someone **soars**, they fly in the air. The girl is like the bird, in that she **soars** high over everything.



swell (p. 17): When something or someone **swells**, they are getting bigger. The girl wants to **swell** like the water.



champ (p. 9): If someone is a **champ**, they are the best at something. The girl is ready to fight like a **champ**.



disagree (p. 21): When you **disagree** with someone, you don’t think they are right. There are going to be times when you agree, and there will be times when you **disagree**.

Vocabulary Extension Activity

- Reinforce students’ understanding of the vocabulary by using the Total Physical Response (TPR) strategy.
 - For example, students can use their arms to pretend they are soaring through the sky.
- Discuss commonly used synonyms of the vocabulary words to enhance students’ understanding.
 - For example, *soar* can also mean to *fly*, *glide*, or *move through the air*.

Try This!

Total Physical Response (TPR) is an effective strategy for teaching language by connecting physical movements with new words.

READ FOR MEANING – RHYME AND REASON

ELA.K.R.3.1: Identify and explain descriptive words in text.

- **Clarification 1:** Students will explain examples of descriptive words in text and how they add meaning.

ELA.K.R.1.4: Identify rhyme in a poem.

- **Clarification 1:** This benchmark builds on the skills from the phonological awareness benchmark ELA.K.F.1.2(b): Identify and produce alliterative and rhyming words. The expectation is that students identify rhyming words in a poem that is read aloud.



Before:

The purpose of today's read aloud is to identify and explain **descriptive words** in *I Am Enough*.

Descriptive words are used by the character to support how she is *enough*. **Descriptive words** make the story more interesting and help students to imagine the story in their minds.

- Ask, "The title of this book is *I Am Enough*. What does it mean if something is *enough*? I know if I say I've had enough to eat, I am full, and I do not need any more food."
- Take time to discuss and explore what the word *enough* means and how it is used in the title of this book.



During:

First Read

- **I Do:** After reading each line, ask students to echo read using a body movement that supports each verb.
 - For example, on p. 2, say, "I am like the sun; I'm here to shine." (Mimic shining with your arms as if your arms are sunbeams shooting outwards.)
 - Students will echo this sentence with the same movement.
 - After reading this line, tell students, "She uses the word *shine* to describe herself. I will think about other things that shine. I know a flashlight shines, a candle shines, and the moon shines. They all shine bright in the dark. So, I think the girl is describing herself as someone that shines and makes everything around her brighter. Each of you shine and make my day brighter!"
 - Continue to think aloud about the **descriptive words** that the author uses to describe the girl. (p. 4 - 9)
- **We Do:** Starting on p. 10, continue to echo read each line with the students, but begin to gradually release the responsibility to students to identify and explain the **descriptive words**.
 - For example, on p. 10, say, "Like the heart, I'm here to love." (Mimic love with your arms hugging yourself.)
 - Students will echo this sentence with the same movement.
 - After reading this line, ask students, "What word does she use to describe herself?" You can scaffold this question by using a completion prompt and say, "Like the heart, I'm here to ____."
 - Help students make connections to the meaning of the **descriptive words** by using the following questions:
 - What does it mean to ____ (love)?
 - How is she showing ____ (love) in the pictures?
 - How do you show ____ (love)?
 - Why is ____ (love) a good quality to have?
 - Continue to guide students through the **descriptive words** in the story by using the questions above.



Second Read

- **I Do:** Reread the story to help students identify **rhyiming** words in the text. Model reading lines of text and thinking aloud about how to identify words that **rhyme**.
 - For example on p. 4 – 5, read the lines, “Like the voice, I’m here to *sing*. Like the bird, I’m here to fly and soar high over *everything*.”
 - Say, “I noticed the words *sing* and *everything* are **rhyiming** words because they both have the same middle and ending sounds /ing/.”
 - Say, “Listen closely while I say the words to see if you can hear how the two words share the same sound.”
 - Say both words aloud placing emphasis on the **rhyiming** sound.
 - Continue to model **rhyiming** words using these examples:
 - Love – above (p. 10 – 11)
 - Pull – full (p. 13 – 14)
 - Cry – try (p. 19)
- **We Do:** Continue to guide students in identifying **rhyiming** words in the text.
 - For example on p. 24, say to students, “On this page, there are two words that **rhyme**. How do we know if two words **rhyme**?” Confirm the students’ understanding that they are listening for words that have the same middle and ending sounds.
 - Say, “Now I am going to read this page, and you are going to listen for the two words that **rhyme**.” Read the sentence, “I know that we don’t look the *same*: our skin, our eyes, our hair, our *frame*.”
 - Ask students, “What two words **rhyme** on this page? Think about what two words have the same middle and ending sounds.”
 - Provide students wait time, and then ask them to talk with a partner about what two words they think **rhyme** and why.
 - Ask students to share their answers. Confirm, correct, or ask probing questions to elicit responses.
 - Continue to guide students in identifying the **rhyiming** words by using the examples below: (This is a listening activity. It doesn’t matter that the words are spelled differently.)
 - Worth – earth (p. 25)
 - Here – fear (p. 26)
 - Tough – enough (p. 328 – 329)

Did You Know?

Echo-reading is when a more proficient reader, usually the teacher, reads a section of the text aloud. Then the student reads that same section of text out loud. It is an effective reading strategy that helps students develop expressive and fluent reading.



After:

- Brainstorm words with students that they can use to describe themselves. List the words on chart paper for the class to see.
- Students will select one of the words to write about.
- On their paper, students will write and complete the sentence stem, “I am _____.”
- Students will then draw a picture to match the word they used to describe themselves.
- For example,

I am _____.

(Draw a picture to show how you are like the word.)