
Teacher's Guide Based on

DANBI

Leads the School Parade

A Picture Book by Anna Kim
(Viking, Penguin Books 2020)



Grades Pre-K-2
Authors and Educators Resources

Guide by Pamela Brunskill
Illustrations by Anna Kim

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For more ideas on how to incorporate *Danbi Leads the School Parade* in your class, visit Danbi's and Penguin Classroom's websites:

<https://www.DanbiAndFriends.com/activities>

<https://www.penguinclassroom.com/books/danbi-leads-the-school-parade/>

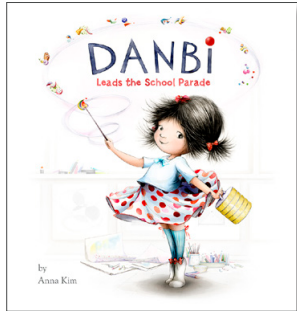
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For enquiries about this guide and Anna Kim, visit <https://www.artbyannakim.com/educators-corner>. You will find a contact form.

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About This Book



Title: *Danbi Leads the School Parade*

Author and illustrator: Anna Kim

Ages: 3 - 7 years / Preschool - 2

Publisher: Viking Books for Young Readers (July 7, 2020)

ISBN: 978-0451478894

When Danbi, a little Korean girl, walks into her new school in America, everything goes quiet; everyone stares. Danbi joins in the games, but their rules are terribly confusing and she keeps messing up. Luckily, Danbi isn't one to give up. With a spark of imagination, she makes up a new game and leads her classmates on a parade to remember!

Review Highlights:

“Enchanting illustrations dazzle—particularly through the diverse characters’ hair and facial expressions that detail individuals’ unique traits while celebrating the entire cohort. Imaginative, irreverent, improvisational fun in kindergarten.”

—**Kirkus Reviews** (starred review)

“A sweet and helpful book for children who are nervous about moving or starting a new school—or any big change.”

—**School Library Journal**

“Kim’s debut radiates positivity, inclusivity, and hope.” —**Publishers Weekly**

“The touches of onomatopoeia throughout make for an effective build to the cheerful parade scene, and there is both a delicacy and a richness to Kim’s art, with fine, detailed linework and whimsical figures met with bold colors and sleek, linear compositions.” —**The Bulletin**



About the Author-Illustrator



Anna Kim was born in Seoul, Korea, and grew up doodling around the edges of her notebooks and any loose scraps of paper she could find. A classically trained pianist with a B.A. in psychology from Wellesley College, she devoted herself to teaching music to young children. During those years of teaching, Anna discovered that drawing stories on yellow stickies worked wonders when kids needed a little pick-me-up. That's when she decided to expand her canvas from stickies to picture books, and to pursue her newfound purpose:

"Through picture and word, I want to surprise, inspire and delight children with fun and heart-warming stories. I want to plant seeds of love and kindness through living characters who jump off the page and touch the reader with genuine emotions. I want those characters to show kids of all sizes, shapes and colors what it's like to be courageous, resilient and empathetic heroes. I want to show readers the magic of friendship in transforming our beliefs, our hearts and our lives forever."

About this Guide

To further Anna Kim's purpose, this guide will help develop the following concepts and content:

- **Character Development**—the lessons in this guide build off of one another to scaffold understanding of character development. ([CCSS.ELA-LITERACY.CCRA.R.3](#) Analyze how and why individuals, events, or ideas develop and interact over the course of a text.)
- **Art**—Students color and expand on Danbi illustrations. ([National Core Arts Standards, Anchor Standard #1](#). Generate and conceptualize artistic ideas and work.)
- **Social-Emotional Learning**—Students engage in identifying teachers' and students' roles in developing a warm, welcoming classroom. ([CASEL guideline #4](#). Create a Positive Learning Environment.)
- **Social Studies**—Students engage in social studies themes of Culture: People, Places, and Environment; and Individual Development and Identity by exploring Danbi's culture and immigrant experience. ([NCSS Strands 1, 3, and 4](#))



Pamela Brunskill, this guide's author, is a literacy coach, developer of educational resources, and writer. She earned bachelor's and master's degrees in education, and is permanently certified to teach preschool to 6th grade, as well as secondary social studies in New York. She has worked in education for over 20 years as an elementary and middle school teacher, consultant, literacy coach, and college instructor. At the college level, she taught literacy and Language Arts methods courses at Bloomsburg University, Bucknell University, and the University at Buffalo, and is currently pursuing her PhD in Curriculum, Instruction, and the Science of Learning (CISL) at the University at Buffalo.



Exploring the Book

Discussion Questions for Read Aloud

(Choose the appropriate ones for your class, based on need and observations.):

Front Matter Pages

- What is happening on these pages?

Flying airplane & Title page (p. 1)

- Why is it night on the left side of the picture, and daylight in the U.S. on the right side?

Meeting her classmates (pp. 4-5)

- Do the children in the classroom look like those in our class? (Discuss diversity.)
- What do you think the little girl's classmates are thinking and what do you think she is feeling?

Writing her name (pp. 6-7)

- Explain the interaction between the little girl and her teacher. Why do you think the little girl is confused?
- Can you read the word the little girl is writing?
- Do you like her name?

Class activities (pp. 8-11)

- What would you do if you were one of Danbi's classmates?

Missing home (pp. 12-13)

- Is anyone concerned about Danbi?

Time for lunch and opening bento box (pp. 14-17)

- Why does this 4-page scene represent a turning point in the story?

Showing her chopstick "skills" (pp. 18-19)

- Why do you think Danbi wants to share her food with the girl next to her?



Boom Boom, Tap Tap (pp. 22-23)

- How do you think Danbi is feeling when the class gets wild?
- Why is this scene important?

Parade flying over the playground (pp. 24-27)

- Why do you think the author chose to draw the page as a fantasy?
- What does Danbi mean by "here" in "I thought I might like it here."?

Writing with Nelly (pp. 28-29)

- What does Nelly do and why is it important to Danbi?
- Do you like Nelly? Why or why not?
- Do you think they'll become friends?

At home with her parents (pp. 30-31)

- What would you tell your parents about your day if you were Danbi?
- Why did Danbi write her name on her window "Soft and round, with a dot just above one straight line"?

Looking at Danbi through the window & Author note (pp. 32-33)

- Do you feel happy for Danbi? Why or why not?
- What does the final image suggest about Danbi's future?

Lesson Ideas on Character Development



- **Character Traits**—Give a brief overview of character traits. Distribute Character Traits handout (p. 8) and have students circle the traits they think describe Danbi. Then, have students explain why they think Danbi exhibits those character traits.
- **Getting to Know Characters**—We can learn about characters and who they really are by their wants, feelings, and actions. Create a chart like the one below and have students identify words and images from the story to show Danbi's wants, feelings, and actions.

Character Development Anchor Chart Example

Character	Text/Dialogue	Illustrations
wants	(Example: I tried, and tried)	(Example: sequence of images showing Danbi's growing struggles as she tries)
feelings	(Examples: my heart beat, Boom Boom)	(Example: Danbi bewildered in front of her classmates)
actions	(Example: Let's have a parade!)	(Example: Danbi marching in front of the parade)

- **Characters' Wants Vs. Needs**—For more advanced study in character development, show the 4-minute video from Khan Academy's Pixar in a Box at <https://www.youtube.com/watch?v=RgRfbvLkvnI&feature=youtu.be>. Then, have students identify Danbi's wants versus her needs. (In the beginning, Danbi wants to play. But what emerges from the story is her deep, subconscious need to make friends and fit in.)
- **Point of View**—Distribute Character Point of View handout (p. 9) and have students choose the character with whom they identify the most. Then, have students use that image to give that character a name and retell the story from that character's perspective. For the beginning, students should introduce the character, setting, and problem. For the middle, students should have the character try to solve the problem. For the end, the problem is solved. Tip: If writing, have students write the beginning, middle, and end on different sheets of paper.
- **Author's Craft: Show Don't Tell**—Show Don't Tell is a writing technique that involves using sensory language and illustrations over simple descriptions. Distribute Show Don't Tell handout (p. 10) and have students look at Anna Kim's revision of Danbi's sad image. Then, they should explain why they think Anna made the changes she did (hint: it has to do with show don't tell).



Name _____

Character Traits

Directions: Circle the character traits that describe Danbi.



Imaginative	Artistic	Brave	Timid
Rude	Sneaky	Curious	Naughty
Shy	Lazy	Wild	Gloomy
Anxious	Cowardly	Silly	Bombastic



Why do you think these traits describe Danbi?

EXTENSION: Go through *Danbi Leads the School Parade* and find examples of these traits. Explain why you chose each image.

Name _____

Character Point of View

Directions: Circle which character you most identify with.



Retell the story from that character's point of view.

Name _____

Show Don't Tell



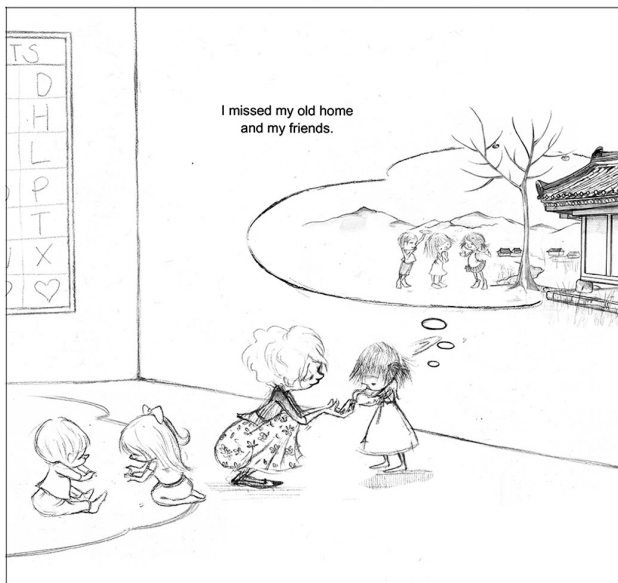
Background:

Show Don't Tell is when writers use words or images to show the reader what is happening rather than telling. Sometimes show can be completed in words. Sometimes show can be in pictures.

Example: Danbi is nervous. (telling)
 "...my heart beat: Boom. Boom." (showing)

Directions: Look at the two images of Danbi.

EARLY SKETCH



FINAL ART



Why do you think Anna Kim chose the final sketch for the book?

EXTENSION: Go back to a story you developed. Revise one part to show rather than tell the reader what is happening.

Cross-Curricular Activities



ART: #ColorWithDanbi

- Have fun adding color and own flair to Danbi's world with the following coloring pages (pp. 14-16). Then, parents or guardians may post their child's drawing on Instagram with the hashtag, #ColorWithDanbi.

Social-Emotional Learning: Creating a Welcoming Classroom Environment

- Develop roles for the teacher and students in the class--Have students listen to *Danbi Leads the School Parade* with ideas for how respectful the classroom is, as a springboard for how to create a welcoming classroom that they'd like to be a part of. As a class, determine what actions make the environment warm and welcoming. You might ask the following questions:
 - * Is anyone welcoming Danbi?
 - * What do you think her classmates are feeling when they first see Danbi? How do you feel when a new classmate joins the class?
 - * How would you feel if you were the new kid in class, like Danbi?
 - * Are the kids inviting Danbi to play with her? Why not? Would you invite Danbi to play? How would you do that?
 - * What is Danbi drawing when she's sad? Why? Did you see these drawings somewhere else?
 - * Does Nelly make Danbi feel at home? How?
 - * What could other kids have done to make Danbi feel better? What advice would you give them?
Discuss as a group
 - * What could Danbi have done differently? What advice would you give her? Discuss as a group.
 - * What did the teacher do in the story? Do you think she's a good teacher? Why?
 - * What is written on the wall of the school? Do you think the words written on the side of the school could mean something for the story?
 - * What does Danbi mean by "here" when she thinks: "I had a feeling I might like it here."?

Then, use a T-chart to determine what are the teachers' and kids' roles in ensuring a warm, caring classroom. See below for an example. Tip: This is a GREAT beginning-of-the-school year lesson!

Roles For A Welcoming Classroom

Teacher	Kids
Examples: • welcomes Danbi into the classroom and gives her markers • participates in activities • loves all students/attends to students who need help • makes learning fun	Examples: • follow directions • try new things • invite others to join in • share • show others how to do things if they need help

- **Role playing activity**– Have students re-enact one scene from the beginning of the book by placing themselves in the scene and acting out how they might make Danbi feel welcome.

Social Studies: Family History of Immigrant Experience



• Asian culture—Bento boxes.

In Asian culture, colorful and delicious Bento boxes can be gifts of love. In this story, Danbi's mother packs Danbi's favorite foods because she wants to make sure Danbi knows how much her mother loves her.

To celebrate the spirit of food as love, you can host a "Lunchbox Stories" hour. Every child would bring from home a lunch that says something about themselves, and why it's meaningful to them. Parents or guardians may post pictures of their child's lunchbox on Instagram with the hashtag #LunchboxStories.



• The Immigrant Experience and the American Dream

Danbi, like author-illustrator Anna Kim, immigrated to the United States from South Korea. Have students complete a family history research project to learn where their family immigrated from, or tell their story if they are native to the United States. Teaching Tolerance has an excellent lesson plan and accompanying resources on "Understanding my Family History" at <https://www.tolerance.org/classroom-resources/tolerance-lessons/understanding-my-familys-history>

- In the opening pages, the grandmother is sad to see Danbi's parents and Danbi depart, but also hopeful for their new life in America.
- The author's mother said in regards to moving to America, "I crossed the Pacific Ocean with a heart bursting of hope that my children will do great things in America." That is the American Dream.

Compare and contrast *Danbi Leads the School Parade* with other immigrant books. An excellent graphic organizer for this purpose is the Top Hat. One such organizer can be found at <https://www.education.com/worksheet/article/top-hat-graphic-organizer/>. You might consider comparing and contrasting *Danbi Leads the School Parade* with other Korean books. The meaning of names in Asian culture is culturally significant as the family lineage and parental hopes are often embedded in the names: *My Name is Yoon* and *The Name Jar* also discuss this theme.

More Fun Activities

- Show your class photographs of colorful Korean dishes.
Searching "colorful Korean dishes" in Google Images will show many beautiful ones.
- For more fun activities with Danbi, please visit **www.DanbiandFriends.com/Activities**



Name _____

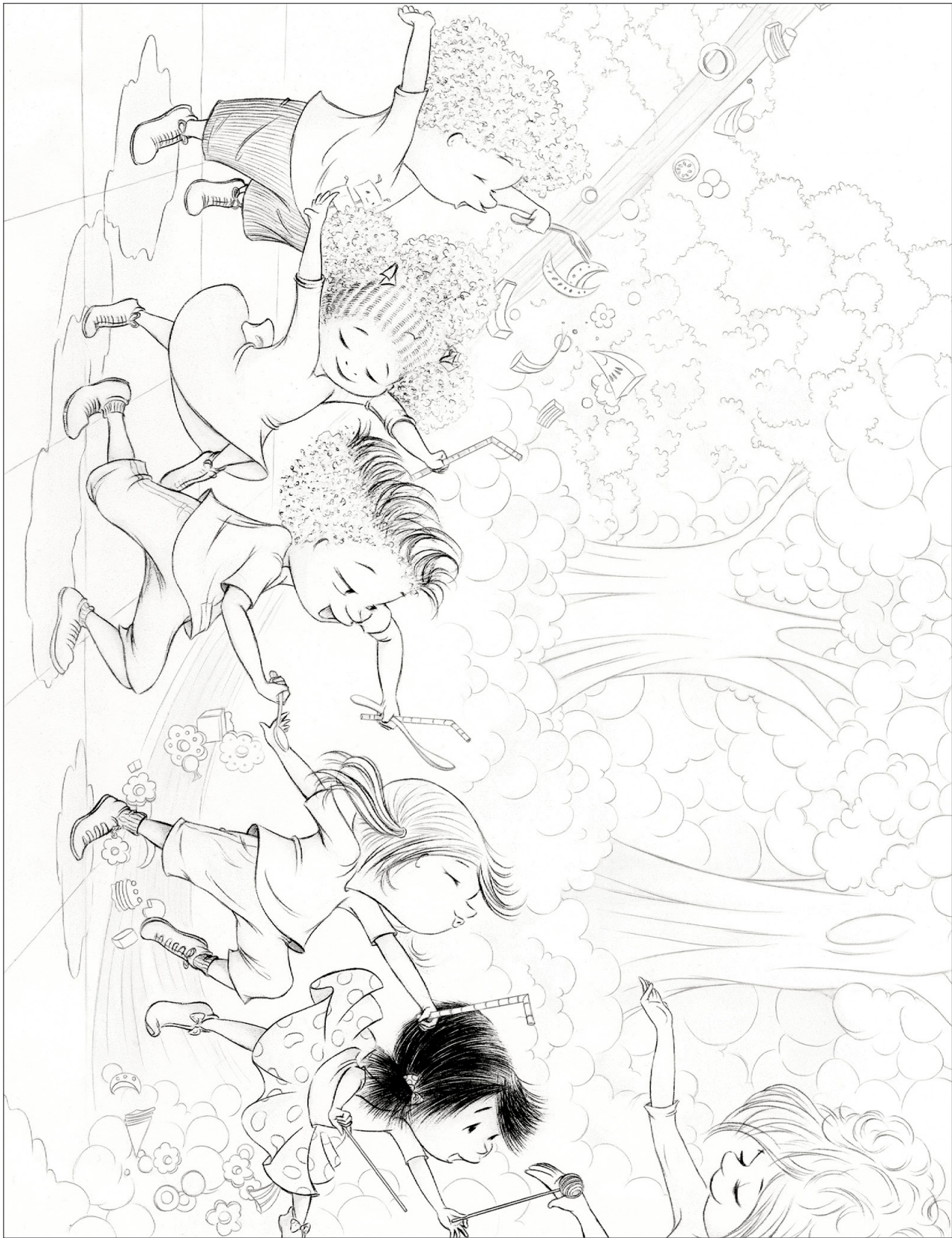
Give Danbi a Colorful Outfit
With Polka Dots

DANBi



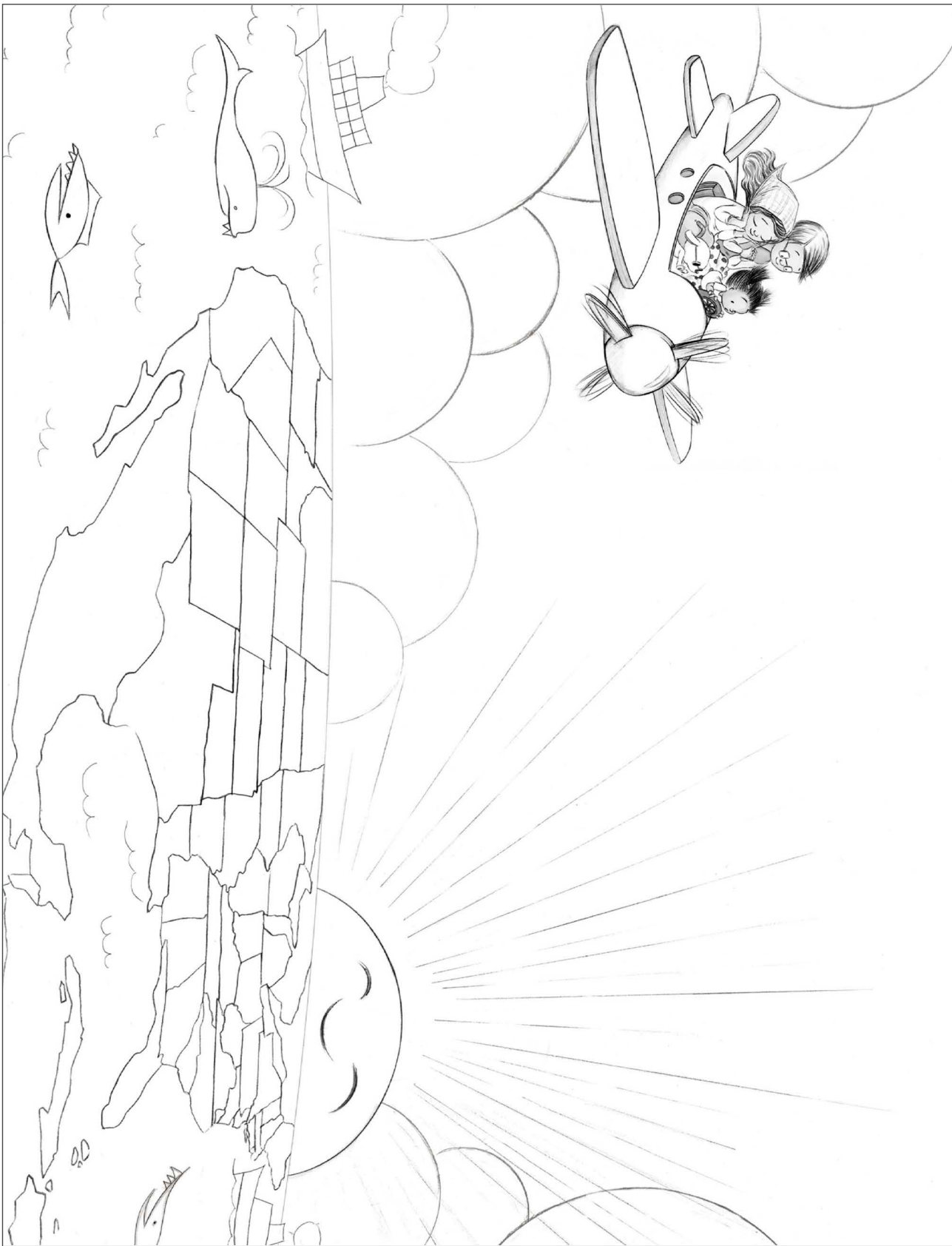
Name _____

Join Danbi and her friends for a parade to remember!



Name _____

Help Danbi find her new home in America! Draw her home on the map and add your own color



Appendix

Goals for young children in understanding character include:*

Pre-K	K
• Notice and remember characters in simple narratives • Infer a character's feelings using text and pictures • Notice when a character changes or learns a lesson • Express opinions about characters in a story: e. g., funny, bad, silly, nice, friendly • Learn from vicarious experiences with characters in stories • Understand that the same type of characters may appear over and over again in traditional literature: e.g., sly, brave, silly, wise, greedy	All of the previous, plus: • Recall important details about characters after a story is read • Infer a character's traits from story events • Infer a character's traits from the physical details the illustrations include about them • Infer characters' intentions, feelings, and motivations using text and pictures. 
1	2
All of the previous, plus: • Follow multiple characters in the same story • Recognize characters and report important details about them after reading • Understand the difference between realistic characters and those that appear in fantasy.	All of the previous, plus: • Follow multiple characters, each with unique traits, in the same story • Recognize that characters can have multiple dimensions: e.g., can be good but make mistakes, can change • Infer characters' traits as revealed through thought, dialogue, behavior, and what others say or think about them and use evidence from the text to describe them.

* Information adapted from Fountas, I. C., & Pinnell, G. S. (2017). *The Fountas & Pinnell Literacy Continuum: A Tool For Assessment, Planning, and Teaching*. Portsmouth, NH: Heinemann.