



# Danbi Leads the School Parade

by Anna Kim

Danbi and her family recently immigrated to America. *Danbi Leads the School Parade* follows Danbi on her first day of school. Danbi's excited but also very nervous! This book explores the uncertainty of learning the customs and routines in a brand-new environment. Danbi figures out how to celebrate her differences, bringing everyone together.

## BEFORE THE READ-ALoud

Have children consider the following question **as a class**:

*What was your first day of school like?*

Invite children to share their answers.

Then have children **turn and talk** with a partner:

*Think back to your first day of school. How did you feel before? How did you feel after?*

Show the title and cover of the read-aloud book, *Danbi Leads the School Parade*.

*In the book we are about to read, we'll meet Danbi, a Korean girl who just moved to America. It's Danbi's first day of kindergarten! Let's find out how Danbi learns new things at her new school. She just might teach her classmates a thing or two, too!*

### Academic Vocabulary

**stared** (p. 4) looked for a long time with wide open eyes

**Korean** (p. 7) language spoken by people from Korea

**parade** (p. 24) great show of people marching

**feeling** (p. 27) a thought or an idea

## DURING THE READ-ALoud

As you read aloud the whole book, you may wish to pause and discuss the following questions, either as a whole class or through turning and talking between partners. These questions will allow the class to explore the library's themes as well as comprehension strategies.

**pp. 2–6** *It's Danbi's first day of school! Danbi's heart is beating fast. What do you think "boom boom" means? How might Danbi be feeling?* **(Make Inferences)**

**pp. 7–13** *Danbi is confused by what's happening in class. She's not used to these new routines. How do you think Danbi is feeling now? What do you think might help Danbi feel better in class?* **(Make Predictions)**

**pp. 14–18** *What brings the kids closer to Danbi? What does Danbi have? Do you know about any of the food she brings? What would you like to try if you could?* **(Make Connections)**

**pp. 19–27** *How does Danbi become a leader? What's Danbi's great idea? How does Danbi's mind change about kindergarten?* **(Analyze Character)**

**pp. 28–32** *Danbi makes a new friend! How is Nelly the same as Danbi? How do you think Danbi feels at the end of the day?* **(Make Connections)**



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## AFTER THE READ-ALoud

After completing the read-aloud, allow time for class discussion. Sit in a circle or in another configuration that is comfortable and allows for class interaction.

Acting as a facilitator, invite children to have *accountable discussions*: remind them to use evidence from the text, their own inferences, personal connections, and other text connections in order to learn from one another.

- *Danbi and Nelly are new friends! Do you remember when you made a new friend? How did you feel?* **(Building Relationships)**
- *Danbi was not sure what to do in class. But she tried to learn the new dances and games in class. What would you have done if you were Danbi?* **(Making Decisions)**
- *Danbi decides to lead her new classmates in a parade! Afterward, she felt better. Do you think the parade was a good idea? What do you like to do to cheer yourself up?* **(Managing Myself)**
- *How are you and Danbi the same? How are you and Danbi different? How would you feel on your first day of school if you were Danbi?* **(Respecting Others)**
- *Danbi was both nervous and excited on her first day of kindergarten. Do you remember a time when you were both nervous and excited?* **(Understanding Myself)**

## Activity Bank

### Writing Activity

**(with Graphic Organizer)** Imagine you're Danbi leading the parade! Write and draw what you see in the parade. Then write and draw about how you feel during the parade. **(Understanding Myself)**

### Music to Our Ears

**(Creativity)** Danbi starts a fun beat with her chopsticks, and her class joins in. Encourage children to clap a beat to their partner and have the partner repeat the beat back. Then have them switch places. Invite volunteers to share their beat with the class. **(Respecting Others)**

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