



EDUCATOR GUIDE

Picture Book | 5-7 Years | Grades K-2

Key Themes:

Self-love; Acceptance; Korean American
Jewish; Mixed race; Mixed families; East
Asian; Asian American; Poetry; Immigrant
Experience; First day at school

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See Us Bloom

Poems on Compassion, Acceptance, and Bravery

By Kyunghee Kim

Illustrated by Emily Paik

See Us Bloom: Poems on Compassion, Acceptance, and Bravery is an inspiring and comforting collection of poems that will take kids on a journey to discover their own identities, find inner strength, and learn to love themselves—and one another. Filled with gracefully simple poems and vibrant, lyrical illustrations, all kids will be able to find a piece of themselves reflected within the pages of this book.



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[Resources for the classroom](#)

Educator Guide

Author's Note

Downloadable Activity Journal

Book Trailer (Video)

Author Read Aloud (Video)

Flip Book (Video)



Kyunghee Kim is a poet, writer, and a public school educator. When writing, she often draws on her own Korean American experiences and explores themes of identity and belonging. Kim writes for both children and adults; this is her first picture book. She lives in Ypsilanti, Michigan with her husband.



Emily Paik is a South Korean illustrator. She loves illustrating children's books and is inspired by nature. Paik has worked on a variety of projects like Netflix series "Carmen Sandiego," Lyft's "June," and with Mini Cooper Korea. Paik has shown work at Gallery Nucleus and Q Pop Gallery in Los Angeles.



TABLE OF CONTENTS

ELA: Figurative Language
and Poetry

Science: Plant Growth

Social Studies: My Name
Story

Arts: Identity Box

New York State Next Generation ELA Standards

Reading Comprehension, Grade 1-2: 1R1-2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text.

Reading Comprehension, Grade 1-2: 1R2-2R2: Identify a main topic or central idea and retell key details in a text and summarize portions of a text.

ENGLISH LANGUAGE ARTS

Part A: Reading Poetry

See Us Bloom is a collection of poems that share the many emotions experienced by a child as they navigate change. Poetry is a form of writing that uses a diverse range of literary devices and figurative language allowing readers to build empathy, process challenging emotions, and understand various perspectives.

Choose one of the poems in *See Us Bloom*. Analyze the poem using the prompting questions on the right*. This can be modeled as a whole class discussion or done in small student groups.



*Source: <https://www.middleweb.com/48835/teach-social-emotional-skills-through-poetry/>

1. Who is the speaker of the poem? Who are they speaking to? How do you know?

2. What is the poem's central or main idea?

3. How does the poem make you feel? Explain using some examples.

New York State Next Generation ELA Standards

Reading Comprehension, Grade 3: 3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)

3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL)

ENGLISH LANGUAGE ARTS

Part B: Literary Devices

Literary devices are used in poetry, and many other types of writing, to make the writing more descriptive, creative, and interesting. The author uses literary devices to create vivid imagery in the readers' mind. Two examples of literary devices often used in poems are **similes** and **metaphors**.

A **simile** is a comparison of two unlike things, using words such as *like* or *as*.

Examples of similes include:

His smile was as bright as the sun.

She swam through the ocean like a dolphin.

A **metaphor** is a direct comparison of two unlike things.

Examples of metaphors include:

The fresh snowfall blanketed the yard.

His room was a pigsty.

Read *See Us Bloom* with your students to fill in the chart on the following page. The first row is completed as an example.

Part C: Emotions in Poetry

In *See Us Bloom*, Ba-Da experiences a range of emotions through his journey, from sadness to excitement. Poetry can help us express emotions. In this activity, your students will be thinking about a strong emotion they have felt—it can be positive, negative, or something in between—and write a poem that shares that emotion. Some examples of emotions include: nervous, excited, jealous, joyful, scared, disappointed, frustrated, lonely, guilty.

The following prompts may be helpful in writing your poem:

1. When have you felt this emotion?
2. List some words that connect to the emotion.
3. What are some metaphors and similes that connect to the emotion?
4. What have you felt like doing in response to the emotion?

Download a poetry template here: <https://www.poetryboost.com/2022/11/exploring-feelings-through-poetry.html>



SIMILE OR METAPHOR?

Quote	Comparison	Simile or Metaphor?	What It Means
“Deep midnight of your eyes” (pg 4)	The color of eyes and the color of the night	Metaphor	The eye color of the child is a dark color like that of the night.

Next Generation Science Standards: Grade 3-5, 5-LS1-1

Support an argument that plants get the materials they need for growth chiefly from air and water.

Illustrations © 2023 by Emily Paik

SCIENCE

Plant Growth

In *See Us Bloom*, plant growth is used as a metaphor for the needs of humans. Just like plants need the sun and water, humans need love and care to grow and be the best that we can be.

We Are Growing Every Day

Just like a seedling that seeks out the **sun**,
we search for the **warmth** of loved ones
to make us feel safe.
Like thirsty roots that search for **water**,
we wish for the sweet taste of **encouraging words**
to remind us we are doing our best.
And like a tree that reaches upwards to spread its branches,
we look for **s p a c e**
to let our feelings be.
Without hurry, at our own pace,
we are growing.



In this investigation, students will be designing an experiment to determine which inputs are required for plant growth.

Materials:

- 5 small plant pots
- Soil
- Saplings (small plants)
- Water
- Ruler
- Plastic freezer bag (Ziploc bag)
- Paper and pencil to record observations

Procedure:

1. Create the following labels for the pots:

- Plant A: No soil
- Plant B: No water
- Plant C: No sun
- Plant D: No air
- Plant E: Soil, water, sun, and air

SCIENCE



Conclusions:

What patterns did you notice in your observations?

Using the data collected in the observation charts, which of the inputs (soil, water, sunlight, air) are required for plant growth?

2. Fill a cup with water. Place a sapling in the cup.
3. Fill the other four pots with soil.
4. Create a hole in the soil and place the sapling each hole. Carefully cover the bottom of the sapling with soil.
5. Place Plant C in a dark place.
6. Place Plant D in a large Ziploc bag, sealing it.
7. Place Plant A, B, and E near a window.
8. Each day, using a spray bottle or small watering can, keep the soil moist for Plants A, C, D and E. Do not water Plant B.
9. Use the observation charts on page 9-12, collect data on plant growth for a period of 15 days.

OBSERVATION CHART

Plant A	Qualitative Data: What do you see? Use pictures or words to record your observations.	Quantitative Data: Use a ruler to measure the height of the plant.
Day 5 (Observation 1): _____		
Day 10 (Observation 2): _____		
Day 15 (Observation 3): _____		

Plant B	Qualitative Data: What do you see? Use pictures or words to record your observations.	Quantitative Data: Use a ruler to measure the height of the plant.
Day 5 (Observation 1): _____		
Day 10 (Observation 2): _____		
Day 15 (Observation 3): _____		

OBSERVATION CHART

Plant C	Qualitative Data: What do you see? Use pictures or words to record your observations.	Quantitative Data: Use a ruler to measure the height of the plant.
Day 5 (Observation 1): _____		
Day 10 (Observation 2): _____		
Day 15 (Observation 3): _____		

Plant D	Qualitative Data: What do you see? Use pictures or words to record your observations.	Quantitative Data: Use a ruler to measure the height of the plant.
Day 5 (Observation 1): _____		
Day 10 (Observation 2): _____		
Day 15 (Observation 3): _____		

OBSERVATION CHART

Plant E	Qualitative Data: What do you see? Use pictures or words to record your observations.	Quantitative Data: Use a ruler to measure the height of the plant.
Day 5 (Observation 1): _____		
Day 10 (Observation 2): _____		
Day 15 (Observation 3): _____		

National Curriculum Standards for Social Studies:

Individual Development and Identity

Creating identity portraits that describe the factors that make them unique and shape development

SOCIAL STUDIES

My Name Story

In *See Us Bloom*, the poem *We Are Brave When We Say No*, the teacher introduces Ba-Da to the class and says, “Meet Ba-Da, or Liam.” Ba-Da responds, “No, please call me Ba-Da.” The poem shares the importance of saying “no” when we are uncomfortable or upset, but also highlights the importance of our names.



In this activity, students will interview family members to learn more about their own name story. Some questions they can use during the interview, include:

1. Was I named after someone? If so, why?
2. Where does my name originate from?
3. Is there another way to write my name (for example, in another script)?
4. Who named me?
5. Who chose the spelling of my name?
6. Does this name hold any special meaning for you (or other family / friends)?
7. Do you have any memories or stories connected with this name?

Student can return to class after completing their interviews and share their name stories with a partner. Students can create a [Flip video](#), or another multimedia presentation tool, to share the pronunciation of their names and their name stories with others, if they wish.

New York State Arts Standards

Visual Arts, Grade 4, Cr1.2.4a: Work individually and collaboratively to set goals and create artwork that is meaningful and has purpose to the makers.

ARTS

Identity Box

In *See Us Bloom*, Ba-Da speaks to his intersectional identities through the poems in the book. *We Belong Here* and *We Can Show Our Light* shares the importance of accepting and celebrating the things that make us uniquely beautiful.

In this activity, students will be making identity boxes to showcase their intersectional identities, using photographs, drawings, artifacts that represent their unique and beautiful selves—inside and out.



What You'll Need:

- A photo or drawing of yourself
- A cardboard box (with a lid or closure)
- Pencils, pens, markers, or paints
- Photographs or drawings of special memories
- Magazine clippings of things that are important to you
- Glue or tape
- Wrapping paper
- Scissors

Steps:

1. Attach a photograph or drawing of yourself on the outside of the cardboard box.
2. Decorate the outside of the box with images or photographs of things that interest you. You can include favorite sports, TV shows, movies, hobbies, music, etc.

New York State Arts Standards

Visual Arts, Grade 4, Cr2.3.4a: Identify, describe, and visually document places or objects of personal significance.

ARTS

3. Line the inside of the box with wrapping paper. You can create a collage of different colors, patterns, and textures, if you like.

4. On the inside of the box, include things that are important to you and that you value—things that perhaps other people can't see on the outside. For example, you can include photographs of a special memory or a special toy.

5. You can bring your identity box to school and participate in a gallery walk around the class to learn about your classmates.





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This guide was prepared by **Anjali Joshi**, a science teacher and curriculum developer by day and children's book author by night. She has 15+ years of experience in the field of K-12 science education, and recently completed a Master of Science at the University of Oxford where she had the opportunity to research educational technology and the effective implementation of K-8 STEM curriculum.

At dawn and dusk, she spends her time fighting monsters, training Pokémon, and playing dress-up with her two amazing kids. Connect with her at authoranjali Joshi.com.