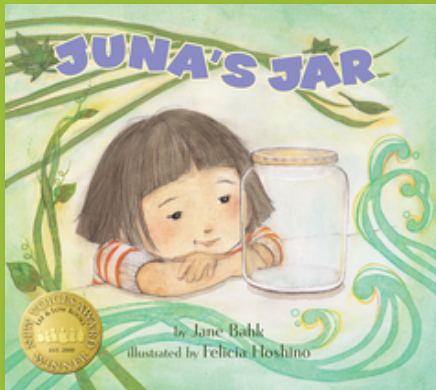


TEACHER'S GUIDE



LEE & LOW BOOKS



Juna's Jar

written by Jane Bahk

illustrated by Felicia Hoshino

About the Book

Genre: Fiction (Magical Realism)

***Reading Level:** Grade 2–3

Interest Level: Grades K–4

Guided Reading: J

Accelerated Reader® Level/

Points: 3.4/0.5

Lexile™: AD670L

* Reading level based on the Spache Readability Formula

Themes: Friendship & Loss, Self Regulation, Childhood Experiences and Memories, Adventure, Kindness, Empathy, Dreams, Imagination, Environment/Nature, Beginning Concepts, Asian/Asian American Interest

SYNOPSIS

Sometimes a simple, everyday object can take you away on great adventures.

Juna and her best friend, Hector, have many adventures together, and they love to collect things in empty kimchi jars. Then one day, Hector unexpectedly moves away without having a chance to say good-bye. Juna is heartbroken and left to wonder who will play and go on adventures with her. With the help of her special jar, Juna searches for Hector the world over each night. She plunges into the depths of the ocean, swings on vines through the jungle, and flies through the night sky in search of her friend. What Juna finds is that adventure—and new friends—can be found in the most unexpected places.

Coupled with dreamy watercolor illustrations by Felicia Hoshino, *Juna's Jar* is a heartwarming and whimsical celebration of friendship and the power of imagination. *Juna's Jar* is a winner of LEE & LOW BOOKS' New Voices Award.



BACKGROUND

Kimchi: Kimchi is a traditional Korean fermented food made from seasoned vegetables and salt

(www.newworldencyclopedia.org/entry/Kimchi).

Preparation often involves fermenting kimchi in jars underground for months. The main vegetable ingredients, such as napa cabbage, radish, scallion, or cucumber, and the type of seasoning used determine the variety of kimchi. Red chili peppers are often used as the main ingredient for spice and a source of heat.

Located in northeast Asia, Korea has a very mountainous terrain and few fertile plains. The country experiences some of coldest weather in its latitude. As a result, food preservation during the cold months is a high priority (www.zenkimchi.com/top-posts/kimchi-1-short-history/). Although early Korean agricultural lifestyle involved eating salted vegetables to aid in the digestion of grains, mostly barley and millet, salting and fermenting quickly turned into an essential preservation technique.

Habitat: A habitat is a place where a population or a group of living organisms of the same kind, lives throughout the year or for shorter periods of time (<http://nationalgeographic.org/encyclopedia/habitat/>). A habitat is defined by the area in which a population can find the shelter, water, food, and space needed to survive and reproduce. A small freshwater pond, for example, serves as a habitat for tadpoles and frogs, while the grasslands of Africa provide a suitable habitat for giraffes. Several different populations of organisms that interact and share habitats are known as a community (www.britannica.com/science/community-biology).

Ecosystem: An ecosystem is a community of living things (plants, animals, other organisms) and its interactions with nonliving things (air, water, soil, minerals) in their environment (www.education.nationalgeographic.com/encyclopedia/ecosystem/). Ecosystems vary in size and can be as small as a puddle or as large as a desert, and are ultimately connected in a larger biome.

Biome: A biome is a large geographic area defined by the plants and animals that live there

(<http://nationalgeographic.org/encyclopedia/biome/>).

The climate, soil, and amount of light and water determine the types of species that can adapt to live in a biome. A biome is made up of many ecosystems and intersecting habitats. For example, an aquatic biome may contain many different ecosystems, such as coral reefs and kelp forests. In fact, Earth is one large biome that contains smaller biomes: desert, tundra, grassland, taiga, forest, rainforest, and marine

(www.planetpals.com/habitats.html). *Juna's Jar* features the rainforest and marine biomes in the imaginary scenes.

Additional titles to teach about friendship:

The Hula Hoopin' Queen written by Thelma Godin, illustrated by Vanessa Brantley-Newton
<https://www.leeandlow.com/books/2848>

The Legend of Freedom Hill written by Linda Jacobs Altman, illustrated by Cornelius Van Wright and Ying-Hwa Hu
<https://www.leeandlow.com/books/2420>

Rainbow Joe and Me by Maria Diaz Strom
<https://www.leeandlow.com/books/2436>

First Come the Zebra by Lynne Barasch
<https://www.leeandlow.com/books/2707>

Destiny's Gift written by Natasha Anastasia Tarpley, illustrated by Adjoa J. Burrowes
<https://www.leeandlow.com/books/2384>

David's Drawings by Cathryn Falwell
<https://www.leeandlow.com/books/2381>

Featherless / Desplumado written by Juan Felipe Herrera, illustrated by Ernesto Cuevas, Jr.
<https://www.leeandlow.com/books/2777>

Lily's New Home written by Paula Yoo, illustrated by Shirley Ng-Benitez
<https://www.leeandlow.com/books/2917>



VOCABULARY

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

Content Specific

kimchi, giant clam, antennae, *Oppa*, balcony, cocoon, underwater cave, inchworm, *Abuelita*, fins (*flippers*) giant squid, howler monkey, octopus, sloth, tentacles, vines, bean plant

Academic

colorful, nearly, cheer, dove, discovered, apartment, slithering, wondered, carefully, lush, swung rainforest, snuck, hopped, wriggling, chirped, cupped, closer

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strands 4–5 and Integration of Knowledge & Ideas, Strand 7)

Before introducing this book to students, you may wish to develop background and promote anticipation by posing questions such as the following:

1. Take a look at the front cover. Take a picture walk. Ask students to make a prediction. Do you think this book will be fiction or nonfiction? What makes you think so? What clues do the author and illustrator give to help you know whether this book will be fiction or nonfiction?
2. Do you have a best friend or person to whom you are very close? What do you like to do together? Have you ever had a best friend move away or be placed in a different classroom than you? What did that feel like? or How do you think you would feel if your friend suddenly moved away? What would you do after your friend was no longer around? What advice do you have for someone who may miss a friend?
3. Do you and your family have a food or dish that you eat on certain occasions or that you like to make together? Describe the food or dish and why it is special to your family.
4. What do you know about kimchi? Describe kimchi using your five senses. What does it look, smell, feel, taste, and sound like?
5. What does the word *imagination* mean? What are some ways people use their imaginations? Share a time when you used your imagination. Why do you think people like to use their imaginations?
6. Why do you think I chose this book for us to read today?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7)

Read and talk about the title of the book. Ask students what they think the title, *Juna's Jar*, means. Talk about the title. Then ask them what and whom they think this book will most likely be about. What situations might be talked about in the text? What do you think might happen? What information do you think you might learn? What makes you think that?

Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, glossary, dedications, and illustrations.



Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- how Juna is affected when Hector moves away
- about the adventures Juna imagines taking with her kimchi jar
- the different habitats Juna explores on her adventures
- what Juna learns about friendship
- how Juna makes herself feel better

Encourage students to consider why the author, Jane Bahk, would want to share this story with young people.

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3 and Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strand 4)

1. What does Juna do with empty kimchi jars? What do Juna and Hector like to collect in the kimchi jars?
2. At the beginning of the story, Juna goes downstairs to Hector's grandmother's apartment. In what kind of house do Juna and Hector live? Compare your home to Juna's apartment building.
3. How does Juna find out that Hector has moved away?
4. How does Juna feel after she learns that Hector has moved far away?
5. What does Juna's brother, Minho, do to try and cheer up Juna? What does he buy her?

6. What word does Juna call her brother that means *older brother* in Korean? Where are two places in the book you can find the answer?
7. How does Juna cope with her friend moving away? What does she do?
8. Where is the first place that Juna goes on her adventure? How does she get there? Who or what is Juna hoping to find? What does she see and find?
9. Why does Juna put her pet fish in the aquarium in the living room?
10. After her kimchi jar is empty again, what does Juna put in next?
11. How does Juna get to the rainforest? What does she see there? What are the names of the animals that Juna first thinks are rocks?
12. What happens to Juna's bean plant, and what does she do with it?
13. What is the next thing that Juna finds to put in her empty jar?
14. Describe how Juna makes her kimchi jar a home for the cricket.
15. How does Juna see Hector again? Why doesn't she wake him up?
16. Who does Juna meet at the end of the story?
17. What is the last thing that Juna puts in her jar?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 1 and 3, Craft & Structure, Strands 4–6, and Integration of Knowledge & Ideas, Strand 7)

1. Why Hector might have moved away?
2. What could Hector have done to let Juna know he was leaving and say good-bye to her? Why is it important to say good-bye? Is it ever okay for someone to leave and not say good-bye? Why might someone need to do that?
3. Why is Hector moving away important to the development of the story? If Hector didn't move away, would Juna have gone on her kimchi jar adventures? Why or why not?



"Despite the elements of magical realism interwoven with the plot, Bahk never loses sight of the very real emotions that drive her pensive, curious, and openhearted heroine."

–*Publisher's Weekly*

"In Hoshino's lyrical and delicately detailed watercolor illustrations, Juna is adorable, her facial expressions matching the honest emotion of the text."

–*The New York Times*

"The muted tones of Hoshino's watercolors soothe and, on occasion, amuse. This fills a need for those children who find themselves adrift when their closest friends seemingly disappear."

–*Kirkus Reviews*

4. Why do you think Juna's brother Minho thinks that buying a small fish for her will cheer her up?
5. Describe Juna's relationship with Minho. Cite three to four examples from the story that support your ideas.
6. Why is Juna's kimchi jar important for her adventures? How is what Juna keeps in her jar important to the type of adventure she goes on?
7. What might Hector think of the places Juna travels to on her adventures? How might have Hector inspired Juna to travel to the ocean and the rainforest?
8. Do you think Juna's jar is magical? Why or why not? When does Juna go on her kimchi jar adventures? Why do you think Juna goes on her kimchi jar adventures at night?
9. How do you know that Juna is using her imagination to go on her adventures? What clues does the author, Jane Bahk, and illustrator, Felicia Hoshino, give to show that Juna is using her imagination or is dreaming?
10. What does it mean when the author says, "a trail of cars that lit up the hill like a string of holiday lights?"
11. How does Juna feel at the end of the story? How do you know? What do you think Juna learns about friendship by the end of the story?
12. Do you think Juna and the girl with the green inchworm will become friends? Why or why not?

13. How does the jar help Juna make herself feel better about Hector moving away? Why is it important for Juna to make herself feel better?
14. Can you find a tiny Hector in each of the imaginary scenes? (Hint: look for his green eyeglasses.) Why do you think the illustrator has Hector appear in each of these illustrations as an animal? How does this help show that Juna is using her imagination?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1 and 2 and Production & Distribution of Writing, Strands 4–6)
(Speaking & Listening Standards, Comprehension & Collaboration, Strand 1 and Presentation of Knowledge & Ideas, Strand 4)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. Suggest that students respond in reader's response journals, essays, or oral discussion. You may also want to set aside time for students to share and discuss their written work.

1. Juna and Hector love collecting things and learning about different animals and insects. What does the word *friend* mean to you? Think of a friend, sibling, cousin, or someone else who is special to you and whom you enjoy spending time with. What makes this person a good friend? Describe how you spend time together.
2. Saying good-bye to friends and family who we may not see for a while and missing people we care about can be hard. What do you do to cope with, or manage, your feelings when you are missing someone? What advice can you give someone who might lose a friend or family member?



3. Do you like to collect things? What do you like to collect and where do you keep the things you gather? What memories do these objects remind you of? Who helped collect the objects with you?
 4. Juna uses her imagination to go on adventures and to help cope with feeling sad. How do you use your imagination? Describe a time you used your imagination to make yourself feel better.
 5. Friends and family sometimes move away or do not live nearby. Do you have friends or family who live in other cities, towns, states, or countries? How do you stay in touch with them? What are some benefits of having friends or family who live in different places?
 6. Juna's brother Minho helps cheer her up by helping keep her kimchi jar full of new and exciting things to keep her company. Who is someone in your life who helps, supports, or makes you happy when you're feeling sad, nervous, or scared? How does this person help you feel better? Do you think everyone needs someone to rely on? Why?
 7. How would the story be different if it was told from Hector's point of view? How do you think Hector feels about not being able to say good-bye to Juna and moving to a new house and city? Does Hector miss Juna as much as Juna misses him? What might be some reasons why Hector cannot say good-bye to Juna before he leaves?
3. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have student summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to retell either the plot of the book or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
 4. Have students give a short talk about what why they think imagination is important, what the author's message in the book is, or what their relationship with a friend or sibling is like.
 5. The story contains some content-specific words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

ELL/ESL Teaching Strategies

*(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)*

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the book with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the text. Then let students pair up and discuss the answers to the questions.

Awards and Honors

Junior Library Guild Selection, Junior Library Guild

Notable Books for a Global Society,
International Literacy Association (ILA)

New Voices Award Winner, LEE & LOW BOOKS

Asian/Pacific American Award for Literature,
Asian/Pacific American Library Association

Best Multicultural Books,
Center for the Study of Multicultural Children's
Books

**Best Picture Books of the Year, Honorable
Mention**, *The Huffington Post*

Top Mighty Girl Books for Young Children, A
Mighty Girl



INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Student who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These may also be used for extension activities, for advanced readers, and for building a home-school connection.

Science/STEM

(Reading Standards, Integration of Knowledge & Ideas, Strands 7–9 and Range of Reading & Level of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–2 and Research to Build & Present Knowledge, Strands 7–9)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–5)

(Language Standards, Vocabulary Acquisition & Use, Strand 6)

1. One adventure Juna goes on takes her to a rainforest. Have students research two types of rainforest: tropical and temperate. Ask them to compare and contrast the environment, rainfall, temperature, location, layers, and plant and animal life. Students may organize the information on a Venn diagram, or another graphic organizer, and then present their findings in a visual format, such as a poster.
2. Have students research different rainforest animals. Divide students into small expert groups assigned to research a specific rainforest animal. What kind of animal is it (mammal, amphibian, bird, fish, reptile)? Where does the animal live in the rainforest? What does it eat? What adaptations does the animal have to help it live and survive in the rainforest? Place one student from each group into a different group. Ask these students to teach the students in the new group about their assigned rainforest animals. Encourage students to take notes and ask questions.
3. Juna needs fins and a diving mask to explore the ocean on her adventure. Encourage students to explore different animals' physical adaptations. After looking at the illustration of Juna on her ocean adventure, ask students to make a list of the animals she sees. Then have each student pick one animal and investigate the physical adaptations that allow it to live and survive in the ocean.
4. Have students research and study photosynthesis by growing bean plants from seeds in the classroom. What does a bean plant need to grow and survive? How does it use sunlight and water to grow? What does the plant make by doing photosynthesis? What happens if one variable (water or sunlight) is changed or removed? For ideas, check out the lima bean plant experiment (www.nrcs.usda.gov/Internet/FSE_DOCUMENTS/nrcs144p2_037378.pdf) and seed jar activity (www.learnplayimagine.com/2014/05/growing-bean-seeds.html).
5. Explore the life cycle of a butterfly with students by observing the metamorphosis of a caterpillar into a butterfly. What is metamorphosis? What are the four stages of a butterfly's life cycle? What happens during each stage? Pair this activity with the book *Leo and the Butterflies* (www.leeandlow.com/books/2620) and this National Geographic time-lapse video (www.natgeotv.com/ca/great-migrations/videos/growing-up-butterfly). Encourage students to create their own life cycle picture books or diagrams.
6. Ask students to investigate the fermentation process, a type of food preservation (www.exploratorium.edu/cooking/pickles/fermentation.html). What is the role of salt in fermentation? How does temperature affect fermentation? What is responsible for preserving the vegetables? How? Compare and contrast the use of salt vs. vinegar in pickling vegetables. How are the preservation techniques similar and different?



English Language Arts/Writing

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7–9)

(Reading Standards, Integration of Knowledge & Ideas, Strands 7–9)

1. Have students read *First Come the Zebra* (www.leeandlow.com/books/2707) and *Rainbow Joe and Me* (www.leeandlow.com/books/2436), which are both books about friendship. As students reflect on each story, ask them to compare and contrast what each book teaches about friendship. What is the central idea of each book? How is friendship valued in each story?
2. Ask students to make a Venn diagram using the research they gathered comparing and contrasting the two types of rainforests studied for Science Activity #1. Which type of rainforest did Juna visit in the story? How can you tell? Write a persuasive passage with facts supporting why students believe Juna visited a tropical or temperate rainforest.
3. Have students write a letter to Hector from Juna's perspective describing the adventures she has been on since he moved away. Where has Juna been? What has she seen and done? Or, students may choose to write a letter in which Juna describes how she feels about Hector's moving away and not saying good-bye. What would she want to say if she could have said good-bye? What has Hector's friendship meant to her?
4. Ask students to write a letter to Juna from Hector's perspective. What would he say? What would he wish for her? Would he explain why he didn't say good-bye?
5. Tell students that they are going on their own kimchi jar adventure by using their imaginations. Have students write a narrative kimchi jar adventure story. Where would they go? What would they see? What would they do with a jar?
6. Ask the students to describe someone who is as close to them as Juna is to her brother Minho. What makes this person important to you? What do you admire about this person? What do you do when you're together? How would you feel and what would you do if this person moved away?

7. Have students write a persuasive letter to Jane Bahk, author of *Juna's Jar*, telling her where they believe Juna should go next on her kimchi jar adventure. Students should include supportive reasons explaining why Juna should go to the place chosen.

Social Studies/Geography

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 & 9)

(Writing Standards, Text Types & Purposes, Strands 1 and 2, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7–9)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 3 and Presentation of Knowledge & Ideas, Strand 4)

1. Ask students to research where tropical and temperate rainforests can be found on Earth and then compare and contrast their geography. How does geography affect where rainforests occur? Why do tropical and temperate rainforests occur and thrive in specific regions? Describe the climate.
2. Have students explore the social reasons for the disappearance and destruction of Earth's rainforests. What is causing rainforests to disappear? Why are rainforests important to the environment and to humans? How can humans stop the destruction of rainforests? Have students draft a class proposal on how human can protect rainforests.
3. Have students investigate the history and origin of kimchi. When and how was kimchi first made? Why was this food preservation process so important? What are different types of kimchi? How has kimchi changed throughout the years? Create a timeline showing the evolution of kimchi from the first known record of kimchi to the kimchi known today. If possible, bring in samples of kimchi for students to taste.
4. Kimchi originated in Korea. Encourage students to research South Korea. On what continent is South Korea located? What countries and oceans/seas border South Korea? What is the climate like? What are some popular Korean traditions? How many people live in South Korea? What language is spoken there?



Art/Media

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 & 9)
(Writing Standards, Text Types & Purposes, Strand 2, Production & Distribution of Writing, Strands 4–6, and Research to Build & Present Knowledge, Strands 7–9)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3)

1. Encourage students to bring in a medium to large sized jar. Students may decorate and craft their own adventure jars with a variety of materials. Encourage students to think about how they could to use their jars. For example, if they want to collect insects, they may need to add holes in the lid. If students want to try making a self-sustaining terrarium/biosphere, check out NASA's climate kids' terrarium activity (www.climatekids.nasa.gov/mini-garden/).
2. Provide watercolor paints. Allow students to use the watercolor paints to illustrate the places they would visit on their kimchi jar adventures. First, have students sketch in pencil and then follow up with watercolors. Encourage students to use their imaginations and add as much detail as possible.
3. Have students try two different methods of painting with watercolors. Let students paint with watercolors on dry paper and then have them try painting with watercolors on a second piece of paper, "painting" it first with water and then painting on the wet paper with the watercolor paints. Compare the two methods and how the paint moves on the dry versus wet paper.

Home-School Connection

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3)

(Writing Standards, Text Types & Purposes, Strand 2, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strand 7)

1. Ask students to interview a parent or caregiver about a friend or someone close to them who moved away or passed away. How was this person important to them? Did they get a chance to say good-bye? How did they say good-bye? How did the friendship change? What did they do to make themselves feel better? What advice does this person have for people with friends who are moving away?

2. Encourage students to try a simple kimchi recipe at home with their families (www.food52.com/recipes/8463-cabbage-kimchi). If students are not able to make kimchi at home, suggest that they search their local grocery store or an Asian-food market for kimchi. Students may interview family members who helped make or who ate the dish. How is the recipe different from dishes they typically make and eat? What was challenging about the recipe? What made the recipe tasty? How is kimchi similar to and different from pickles? In class, have students reflect on their experiences.
3. Have students bring and share a recipe that is special to their families. For what occasion do they make this dish? What is the story or history behind the dish? Does the dish have any special cultural, religious, or holiday significance? Have students write and illustrate their recipes' ingredients and steps. Include each student's recipe in a class cookbook and make copies of the book for students to take home. If time and resources allow, have a classroom potluck.
4. Have students ask questions of a parent, a guardian, or an adult mentor about using their imaginations. When was the last time you used your imagination? Why did/do you use your imagination? Do you wish you used your imagination more often? Why or why not? How does your imagination help you, or how do you think it helps others?



ABOUT THE AUTHOR

Jane Bahk is a former public school teacher and an Emmy Award-winning television writer/producer. Bahk enjoys telling “stories from diverse cultural settings and experiences that also have universal themes to which all children can relate.” She was inspired to write *Juna's Jar* by her own fond memories of playing with empty kimchi jars. And like Juna, Bahk is always up for a good adventure, especially one that involves her kids and their jars. Bahk lives in the San Francisco Bay Area with her family. This is her picture book debut. Bahk was the winner of the twelfth annual LEE & LOW BOOKS' New Voices Award, established to encourage and nurture writers of color. *Juna's Jar* was the winning submission for 2010. Her website is janebahk.com.

ABOUT THE ILLUSTRATOR

Felicia Hoshino is a graphic designer and an award-winning illustrator of picture books, among them Lee & Low's *A Place Where Sunflowers Grow* and *Little Sap and Monsieur Rodin*. *A Place Where Sunflowers Grow* earned the Jane Addams Peace Award. In addition to creating mixed-media images for children's books and magazines, she enjoys painting children's portraits, cooking with her husband, and decorating the walls at home with art created by her son and daughter. Hoshino lives in San Francisco, California, with her family. Her website is felishino.com.

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, “about everyone, for everyone,” is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at leeandlow.com.

ORDERING INFORMATION

On the Web:

www.leeandlow.com/contact/ordering (general order information)

<https://www.leeandlow.com/books/2867> (secure online ordering)

By Phone: 212-779-4400 ext. 25

By Fax: 212-683-1894

By Mail: Lee & Low Books, 95 Madison Avenue, New York, NY 10016

Book Information for *Juna's Jar*



\$17.95, HARDCOVER

978-1-60060-853-7

32 pages, 10 x 9

*Reading Level: Grades 2–3

*Reading level based on the Spache Readability Formula

Interest Level: Grades K–4

Guided Reading Level: J

Accelerated Reader® Level/Points:
3.4/0.5

Lexile™ Measure: AD670L

THEMES: Friendship & Loss, Self Regulation, Childhood Experiences and Memories, Kindness, Adventure, Imagination, Empathy, Dreams, Environment/Nature, Beginning Concepts, Art, Asian/Asian American Interest

RESOURCES ON THE WEB:

Learn more about *Juna's Jar* at:

<https://www.leeandlow.com/books/2867>

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.