



# Book of the Month

Presented by ADL's Education Division

**About the Book of the Month:** This collection of featured books is from Books Matter: The Best Kid Lit on Bias, Diversity and Social Justice. The books teach about bias and prejudice, promote respect for diversity, encourage social action and reinforce themes addressed in education programs of [A WORLD OF DIFFERENCE® Institute](#), ADL's international anti-bias education and diversity training provider. For educators, adult family members and other caregivers of children, reading the books listed on this site with your children and incorporating them into instruction are excellent ways to talk about these important concepts at home and in the classroom.

## Juna's Jar

Jane Bahk (Author), Felicia Hoshino (Illustrator)

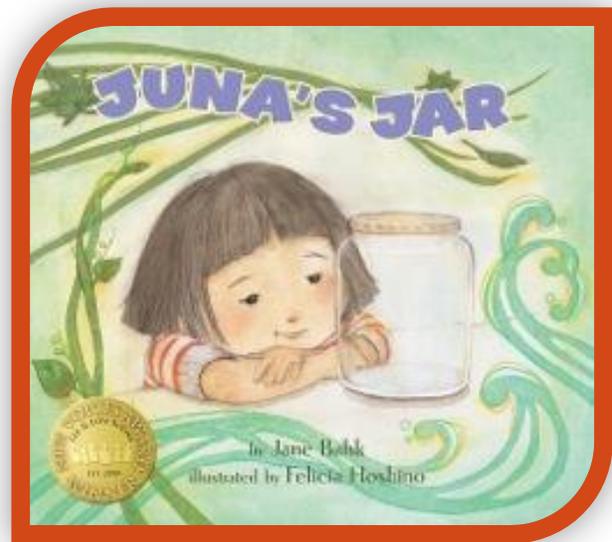
Juna and her best friend, Hector, love to go on adventures in the park, collecting things to put in Juna's empty kimchi jars. But then one day Hector unexpectedly moves away and Juna is left wondering who will play with her. With the help of her special jar, Juna searches for her friend the world over. What Juna finds is that adventure—and new friends—can be found in the most unexpected places.

ISBN: 978-1600608537

Publisher: Lee & Low Books

Year Published: 2015

Age Range: 4–8



## Book Themes

Friendship, Imagination, Nature diversity, Culture

## Key Words

Discuss and define these words with children prior to reading the book. Do not focus on students' retention of all the words; instead make sure they understand the words enough to follow the story and remind children of their meanings as they come up in the book. You can also post the words and point out to students when they appear in the story. See also ADL's [Definitions Related to Bias, Injustice and Bullying](#).

- Abuelita
- adventures
- antennae

- apartment
- aquarium
- cocoon
- collect
- diving mask
- hiking boots
- kimchi
- lush
- slithering
- sloth
- tentacles
- wriggling

### Discussion Questions

Before reading the book aloud, ask pre-reading questions:

- What is the title of the book?
- What do you see and notice on the cover of the book?
- What do you think the book might be about?

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**NOTE:** Before reading the book aloud, explain what **kimchi** is since it features prominently in the book. Kimchi is a Korean side dish made of vegetables with a variety of seasonings; there are hundreds of varieties of kimchi. In traditional preparation, kimchi is stored underground in jars.

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As you read the book aloud, ask a few discussion questions periodically throughout the reading to check comprehension and keep the students engaged:

- What did Juna find out about her friend Hector from his grandmother? (page 7)
- Where did Juna put her fish after it had grown too big for the jar? (page 14)
- What did Juna see when she was riding on the cricket's back? (page 27)

After reading the book aloud, ask some or all of the following discussion questions:

- What happened in the story?
- What did Juna like to do with her empty kimchi jar?
- What kinds of things did Juna and Hector like to collect? Do you have any collections?
- How did Juna feel when she found out that her friend Hector moved away? How do you know?
- How did Minh try to make Juna feel better?
- What kinds of adventures did Juna take?
- What was your favorite adventure that Juna went on? Why?
- Have you ever gone on adventures like the ones Juna went on? What were they like?
- Even though she didn't find Hector in these adventures, what kinds of things did she find and discover?
- How do you think Juna felt when she found Hector? How do you know?
- How does Juna take care of the different things that go in her jar?
- What happened at the end of the story?

- What do you think might happen next with the girl that Juna met?
- What do you think was the message of the book?

### Extension Activities

Below are activities that you can do with children in order to extend the learning from the book.

#### 1. Imagine and Draw/Write the Next Few Pages of the Book

Remind students about how the book ended by re-reading pages 28–32. Ask students: *What happened at the end of the book?* Explain that at the end of the book, Juna sees Hector asleep in his bed with the kimchi jar beside him—looking happy—and she says goodbye. After her last adventure, she meets a girl in the park who asks if she can put an inchworm in Juna's jar. Ask students: *What do you think might happen next in the story? What do you think might happen with the girl in the park? What other adventures might Juna go on?* Have students imagine what might happen if the book continued for a few more pages. Instruct them to take their ideas and write and draw the next scene or two as they imagine it, using the style of the illustrator as much as possible. When completed, students can share their pages of the book with the rest of the class by posting them on the wall and doing a gallery walk. You can also invite parents/family members in for a whole class reading of the book and include the students' additional pages.

#### 2. My Culture

Explain to students that Juna, the main character in the book, is Asian, specifically Korean, which means her family is from Korea. Ask: *How do we know Juna is Asian or Korean?* Explain that you know she is Korean because kimchi is a Korean dish, she and her brother have Korean names and she calls her brother "Oppa," which means older male or brother in Korean. Have a discussion with students about culture and heritage. Define **culture** as parts of daily life that are seen in food, customs, holidays, music and more that a group of people share. Explain that these aspects of culture are often handed down from one generation to the next and they are sometimes connected to the country where's people's relatives originally came from. Ask students who know about their culture to share what they know with the class and encourage students to go home and ask their parents/family members about their cultures and the ways that culture is expressed through food, customs, games, holidays, music, etc. After students have learned more about their own cultures, have them create culture flags (in which they include several aspects of their culture) or a culture quilt (they can each create one square and then all the squares can be connected).

#### 3. The Natural World

In the book, Juna goes on adventures in her dreams and comes face to face with plants, animals, bugs, fish and other things in the natural world. Compile a list of all the words about plants, animals, fish, etc. in the book by asking students: *What were some of the animals, plants, bugs and fish that were named in the book?* You can re-read the parts of the book when Juna goes on the adventures to refresh their memories. Record all of the animals, plants and fish on the board/smart board. The list should include: caterpillar, sea turtles, dolphins, clam, snakes, octopus, squid, bean plant, rainforest, sloth, howler monkey, alligator, crocodile, cricket, inch worm. Go through the list one-at-a-time, asking students what they already know about the animal or what they might want to know. Then have students select one of the animals, plants, bugs or fish to learn more about it and have them do one of the following: write an essay which shares what it would be like for the animal, bug, etc. in the adventure, do a research project on that animal, draw a picture with a caption or create a model.

## ADL Resources

The following are curriculum and other educational resources on identity, culture and Asian/Asian-American people.

### Curriculum Resources

"Dolls Are Us," *Current Events Classroom*, [www.adl.org/education-outreach/lesson-plans/c/dolls-are-us.html](http://www.adl.org/education-outreach/lesson-plans/c/dolls-are-us.html).

"Identity-Based Bullying," *Current Events Classroom*, [www.adl.org/education-outreach/lesson-plans/c/identity-based-bullying.html](http://www.adl.org/education-outreach/lesson-plans/c/identity-based-bullying.html).

"Who Am I? Identity Poems," *Current Events Classroom*, [www.adl.org/education-outreach/lesson-plans/c/who-am-i-identity-poems.html](http://www.adl.org/education-outreach/lesson-plans/c/who-am-i-identity-poems.html).

### Websites

Anti-Bias Education

[www.adl.org/education-outreach/anti-bias-education](http://www.adl.org/education-outreach/anti-bias-education)

Provides training program offerings for pre-K through 12th grade school communities—educators, administrators, youth and families—which focus on the development of an inclusive culture and respectful school climate by addressing issues of bias and bullying.

Asian Pacific American Heritage Month Resources

[www.adl.org/education-outreach/curriculum-resources/c/asian-pacific-american-heritage.html](http://www.adl.org/education-outreach/curriculum-resources/c/asian-pacific-american-heritage.html)

A list of PreK-12 curriculum and other resources developed by ADL to bring Asian Pacific American Heritage Month to your classrooms.

### Children's Books

Below are links to lists of recommended anti-bias and multicultural books for the indicated category.

People, Identity and Culture, [www.adl.org/education-outreach/books-matter/people-identity-culture.html](http://www.adl.org/education-outreach/books-matter/people-identity-culture.html).

People, Identity and Culture: Asian/Asian-American/South Asian-American/Pacific Islander, [www.adl.org/education-outreach/books-matter/people-books.html?subpeople=asianasian-americansouth-asiansouth-asian-americanpacific-islander&page=2](http://www.adl.org/education-outreach/books-matter/people-books.html?subpeople=asianasian-americansouth-asiansouth-asian-americanpacific-islander&page=2).