



Juna and Appa

written by Jane Park

illustrated by Felicia Hoshino

About the Book

Genre: Magical Realism/Fiction

Format: 32 pages, 10" x 9"

ISBN: 9781643792279

Reading Level: Grade 3

Interest Level: Grades K-5

Guided Reading Level: M

Accelerated Reader® Level/Points:
N/A

Lexile™ Measure: N/A

*Reading level based on the ATOS Readability Formula

Themes: Animals, Asian/Asian American Interest, Childhood Experiences and Memories, Cultural Diversity, Empathy/Compassion, Environment/Nature, Families, Fathers, Fiction, Imagination, Kindness/Caring, Nature/Science, Occupations, Optimism/Enthusiasm, Overcoming Obstacles

Resources on the web:

leeandlow.com/books/juna-and-appa

SYNOPSIS

Juna enjoys helping her father in their dry-cleaning shop on Saturdays. It's their special time together.

One day Juna sees a customer yelling at Appa about a lost jacket. Juna has never seen her father look so worried and becomes determined to help. She sets off on a magical journey in search of the jacket, and along the way meets remarkable animals that show her the different ways that fathers care for their young.

Juna and Appa is a tender ode to fathers and to the many families working behind shop counters.

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

BACKGROUND

From the Backmatter of *Juna and Appa*: Juna Meets Some of the Most Interesting Dads in the Animal Kingdom

Greater Rhea

The greater rhea lives in South America and is one of the largest birds in the world—standing at three to five feet tall. The male rhea builds a nest in the ground where the female rhea lays eggs. Then the male takes over and sits on up to fifty eggs for six weeks. After they hatch, the male raises the dozens of chicks alone.

Giant Water Bug

Many insects lay their eggs under a leaf or rock, but the female giant water bug lays them on a moving object: the male's wings! Unable to fly, he carries the eggs around, safe from predators, until they hatch.

Darwin's Frog

Also known as sapito vaquero (cowboy frog) for its distinctive call, the Darwin's frog lives in cool forests of Chile and Argentina. After its eggs hatch, the male frog will swallow his tadpoles to keep them safe in his vocal sac. When the time is right, he'll "burp" up full-grown frogs.

Author's Note from Jane Park

Growing up, I spent a lot of time at my parents' dry-cleaning shop after school. My parents talk about these challenging times with some sadness, but I remember having a lot of fun. The shop was a magical place with the most amazing business supplies. My hope is that this book provides a mirror for the many kids growing up in their family's shops. For others, it may be a window to get to know the people working behind the shop counters and their kids, who also see their parents as their heroes.

Animal Fathers in Nature

For more information about animal fathers who carry and/or care for their young, consult National Geographic's "Meet the Single Dads of the Animal World" (<https://www.nationalgeographic.co.uk/animals/2018/06/meet-the-single-dads-of-the-animal-world>) for more information on rheas, Darwin's frogs, and more. The World Wildlife Fund also features animal fathers who play integral roles in their offspring's development: <https://www.worldwildlife.org/stories/5-remarkable-animal-dads>.

BEFORE READING

Prereading Focus Questions

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

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

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

- What do you know about animals and how they care for their young? What are some examples of animal parents and their offspring that you can mention? Who takes care of the animal babies?
- Do you know of any animal fathers that carry or take care of their young?
- Everybody experiences frustration during their life. Have you ever felt frustrated? How did you feel? What did you do to feel better?
- Was there a time when your caregiver or adult at home was having difficulty with something? Did you help them? How did you help? How did they react? How can you help a caregiver or someone in your family feel better if they're going through a hard time?
- Was there ever a time you solved a problem creatively? What did you do? Why did you have to solve that particular problem?
- Is there a place that is special to you and your family where you like to spend time? Why do you like going to that place? How does it make you feel?
- Do you have a special food, food truck, or restaurant that you like to go to with a family member? What do you like to eat? Do you have a special tradition with that family member?
- How do your family members or important adults in your life show that they love and care about you? What are some of the things they do that make you feel loved?

Exploring the Book

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

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

- **Book Title Exploration:** Talk about the title of the book, *Juna and Appa*. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
- **Read Author Jane Park's Biography:** Read about Jane Park on the jacket back flap as well as on her website (<https://janeparkbooks.com>). How do you think Jane Park gets inspired for her books?
- **Read Illustrator Felicia Hoshino's Biography:** Read about Felicia Hoshino on the jacket back flap as well as on her website (<https://felishino.com>). How do you think Felicia creates her illustrations? What kinds of materials do you think she uses?

- Encourage students to stop and jot in their reading notebooks during the read-aloud when they: learn new information, see a powerful image, have an emotional reaction or an idea, have a question, or hear new words.
- Have students quickly write a feeling in their notebooks during reading. After reading, ask students why they wrote down that feeling and have them write a journal entry about it.

Setting a Purpose for Reading

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

Have students read to find out:

- what Juna likes to do with her Appa
- where Juna's Appa works and what he does for his job
- what problem does Appa have to solve and how Juna tries to help
- what animals Juna meets during her adventures and their significance in the story
- how Juna's relationship with her Appa is special and how they support and comfort one another
- how to use your imagination to think creatively and problem solve

Encourage students to consider why the author, Jane Park, would want to share this story about Juna and her Appa with young people.

VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

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

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

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

dry cleaning shop, customers, carne asada, tacos, masitda, New Year, pants presser, rhea bird, beak, wire hangers, water bug, yellowjackets, piggyback, uhbuhjo, Gamani-issuh, Darwin's frog

masitda: delicious

uhbuhj: Piggyback me

Gamani-issuh: Stay still

Academic

stamping, expensive, fancy, foggy, surrounded, peered, nestled, hummed, whistled, nuzzled, tugged, jerk, jiggle, mistake

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 textual evidence with their answers.**

Literal Comprehension

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

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

1. What is Juna's favorite day of the week?
2. What does Juna like to do at her family's dry-cleaning shop?
3. What does Appa call Juna?
4. What was the best part of the day for Juna?
5. How did Mr. Parker act towards Appa? What did he say?
6. What did Juna think about the incident with Mr. Parker and Appa? What did she notice about Appa?
7. What does Appa say to Juna after she offers to help? What does Juna imagine first?
8. What animal does Juna meet first? What happens? What does Juna ask the animal?
9. After the appa rhea bird, what does Juna do to help Appa? What does he say in response?
10. How does Juna create a fishing pole? What does she imagine?
11. What animal does Juna meet next? What happens? What does Juna ask the animal? What does the animal say to her?
12. What is on the water bug's back? What does the water bug offer to do for Juna?
13. What does Juna ask Appa to do after the incident with the water bug? Where does she go next?
14. What is the third animal that Juna meets? What happens? What does Juna ask the animal, and how does the animal respond?
15. What does the Darwin's frog say to the tiny frogs? How does he reassure Juna?
16. What happens when *Juna and Appa* reunite after the Darwin's frog? What does Juna tell Appa, and how does he respond?
17. What happens with the jacket? What does Appa tell Juna about it?
18. Where do *Juna and Appa* go at the end of the story?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

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

1. What does the title *Juna and Appa* mean to you after reading the book? Why do you think the author chose this particular title?
2. Juna's favorite day of the week is Saturday. Do you have a favorite day of the week? What do you like to do on that day? Do you have a special person in your life that you like to do things on that day with? What do you like to do, and why?
3. How is Juna's family's dry-cleaning shop important to her? Why does she like spending time with her Appa at work?
4. Why does Juna want to help Appa find Mr. Parker's jacket? What do you think witnessing this incident taught Juna? How did it affect you as a reader? How did it make Juna feel?
5. Have you ever witnessed a family member or adult experience something like Appa in the story? What happened? How did it make your family member feel? How did it make you feel? Did you work together to solve the problem?
6. How did Juna try to help her Appa? How did Appa react? Why do you think Appa reacted this way?
7. How did Juna use her creativity throughout the story? What are some examples of how she used her imagination to help her Appa try to solve the problem of the missing jacket?
8. Juna tries to help her Appa throughout the story, but he tells her to sit still so he can focus on finding the missing jacket. Have you ever felt like Juna before? Have you tried to help an adult or caregiver with something, but they told you to do something else? How did it make you feel? What did you do instead?
9. What did the animal fathers teach Juna throughout the book? How did each animal father interact with Juna differently?
10. How does author Jane Park refer to the animals throughout the story? What word does she always include before the name of the animal? Why do you think she chose to do this as an author? How did it affect your reading of the story?
11. Explore the themes in the book (i.e. importance of family). What do you think are the three main themes? Explain how you think this theme impacts the story and what you learned from *Juna and Appa*.
12. *Juna and Appa* like to visit the taco truck across the street from her family's dry-cleaning shop. Is there a restaurant or local place in your community that you like to eat with your family, or special adult in your life? What is the place? How does it make you feel going there with your family or caregiver? What do you like to eat there?
13. How do you know Juna is using her imagination to go on her adventures to meet the different animal fathers? What clues does the author, Jane Park, and illustrator, Felicia Hoshino, give to show that Juna is using her imagination?

14. How does Juna feel at the end of the story? How do you know? What do you think Juna learns about her Appa by the end of the book?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

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. What is one big thought you have after reading this book? What is your takeaway from this book? What would you tell a friend about this book?
2. What do you think is Jane Park's message to the reader? Think about possible motivations behind Jane Park's intentions for creating this book. What do you think she wanted to tell readers?
3. Have students make a text-to-self connection. What kinds of connections did you make from this book to your own life?
4. Have students make a text-to-text connection. Did you think of any other books while you read *Juna and Appa*? Why did you make those connections?
5. Have students make a text-to-world connection. What kind of connections did you make between this book and what you have seen in the world, such as online, on television, or in a newspaper? Why did this book make you think of that?
6. What does family mean to students after reading? After reading *Juna and Appa*, how did students' perspectives change about how their caregivers make them feel? How can they support their caregivers when they're feeling worried or frustrated?
7. Describe a time when you or someone you love was worried about something. What was making them feel worried? What did you do to make yourself feel better? What about someone you love? What strategies can people use when they feel worried about something?
8. Why is it important to learn about how animals care for their young? How can we learn from how animals interact with their babies and offspring? What did Juna learn from the animals that she met in the story?

ELL Teaching Activities

(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 story 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 story. Then let students pair up and discuss the answers to the questions.

3. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to tell what they learned about one of the spreads. 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 they learned about each of the animals from *Juna and Appa* and how they cared for their babies. Why is it special that they were all male animals?
5. The book contains several content-specific and academic 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.

Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4-6)

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

(Writing Standards, Text Types & Purposes, Strands 1-2 and Production & Distribution of Writing, Strands 4-6)

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

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. Unpack the scene between Mr. Parker and Appa. Mr. Parker shouted at Appa for not being able to find his expensive jacket with the gold buttons. This kind of scene can be hard to read about. What happened during this scene? What emotions did Appa display? What about Mr. Parker? How did Juna feel afterwards? How did you connect to this scene? Have you ever experienced something like this before, when you see a caregiver in distress or someone yelling at a caregiver? Have students discuss the different emotions involved, and the different techniques and strategies they can use when they're feeling distressed when a caregiver is involved.
2. Have students discuss what it means to feel worried. Jane Park writes, "Juna had never seen Appa look so worried." What does this mean? Why did Juna think that Appa looked worried? Have they ever been worried? What did they worry about? What made them feel better? For more tips on student worry and anxiety, visit ASCD's "Helping Ease Student Anxiety" (<https://www.ascd.org/el/articles/helping-ease-student-anxiety>).
3. Jane Park writes, "Appa called her his little helper, even when she made mistakes." What do you think this means? Do you think it's okay to make mistakes? Do you learn from mistakes?

Have you ever learned from a mistake? What happened, and what did you do after the mistake?

4. Each time Juna is with a different animal, she reflects on different things that Appa does that makes her feel special. Do you have a caregiver or person in your life that supports you and makes you feel good? What do they do that makes you happy? How are they important to you? Have students write a reflection essay or draw out a scene with the adult or caregiver.
5. Have students reflect on the ending of *Juna and Appa*. Do *Juna and Appa* find the jacket? Why do you think author Jane Park chose to end the book this way? What does Juna discover at the end of the story? How does this compare to other picture books you have read, and do you think a “happy ending” is always necessary? What can endings teach us?
6. Appa gets frustrated throughout *Juna and Appa* when Juna is just trying to help him find Mr. Parker’s jacket. Have you ever experienced something with a caregiver similar to Juna? Have you ever tried to help an adult or caregiver and they got frustrated? How did the problem get resolved? How did you discuss ways to help them effectively? Students can share their responses with a partner or small group.
7. Jane Park writes after Juna tries to get a piggyback from Appa, “Maybe Appa would like it better if she weren’t there at all.” How do you think Juna felt during this scene? Have you ever felt something like Juna before? What happened? How did it make you feel? What did you do to feel better? How did you resolve the situation?
8. Explore the sentence, “Parents show love in lots of different ways.” Why do you think author Jane Park decided to include this statement in the story? What do you think she means by this? How do your parents, caregivers, or special adults in your life show you love? How does it make you feel? Why do you think it’s important to think about how love can be expressed differently for everybody?
9. How does Juna demonstrate persistence in the story? What is her goal, and how does she go about achieving it? Have students make a list of ways that Juna didn’t give up in her quest on chart paper with a small group and talk about how they can also persevere when they have a problem.
10. Choose an emotion that interests you: happiness, sadness, fear, anxiety, frustration, hope, perseverance and so on. Illustrate or act out what that emotion looks like in *Juna and Appa*.

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students 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 can also be used for extension activities, for advanced readers, and for building a home-school connection.

English/Language Arts

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Have students read other Lee & Low titles about animals and their impact. These books include *Parrots Over Puerto Rico* (leeandlow.com/books/parrots-over-puerto-rico), *Prairie Dog Song: The Key to Saving North America's Grasslands* (<https://www.leeandlow.com/books/prairie-dog-song>), *Puffling Patrol* (<https://www.leeandlow.com/books/puffling-patrol>), and *Butterfly for a King: Saving Hawai'i's Kamehameha Butterflies* (<https://leeandlow.com/books/butterfly-for-a-king>).** What do these animals have in common? Are any of these animals endangered? How do these animals care for their young? What kind of impact do they have on the environment? Why is it important to learn about these animals and how we can help them survive? Have students write an essay about their findings.
- **Ask students to read through the text as well as the Afterword to create an informational poster for an animal (Greater Rhea, Giant Water Bug, and Darwin's Frog) featured in *Juna and Appa*.** Using this information and additional research, students can create the posters using photographs, facts, diagrams, and informative captions. What do the animals look like? Where does it live? What does it eat? Students can share their posters with small groups, the whole class, or the school at large.
- **Explore how the animal fathers compare to Juna's Appa.** What do each of the animal fathers teach Juna, and how do they relate to things that Appa has done for Juna in her own life? Have students make a chart of the actions that the animal fathers do, and then the actions that Juna's father does. What did students learn about the importance of Juna's Appa and the animal fathers from the story? How does this relate to their own lives?
- **Experiment with similes inspired by *Juna and Appa*.** Jane Park writes at the end of the story, "Juna felt warmer than lying in a rhea's nest, safer than riding on a water bug's back, and more fearless than a Darwin's frog." Have students write and have fun with similes and comparisons on their own influenced by *Juna and Appa*. Students can pick a special person, caregiver or adult in their life and write a simile about how that person makes them feel. Students can select something in nature that reflects how this person makes them feel. Students can share their pieces with a partner, small group or whole class, and also create an illustration or watercolor to pair alongside their writing.

- **Pair *Juna and Appa* with Jane Park's other story featuring Juna, *Juna's Jar*** (leeandlow.com/books/juna-s-jar). After reading *Juna's Jar*, brainstorm with students on chart paper about the following questions: how do Juna's problems differ in each book? How does she interact with animals and the environment around her in each story? What kind of Social and Emotional Learning skills (perseverance, empathy, perspective taking), does Juna exhibit in the books? Finally, ask students about why they think Jane Park decided to write these two books featuring Juna as the main protagonist, and what they can learn from Juna and how it relates to their own lives. After reading both *Juna's Jar* and *Juna and Appa*, have students come up with their own story featuring Juna. What kind of story do they want to write about with Juna as the main character?
- **Imagination is critical to *Juna and Appa*.** Have students explore how Juna uses her imagination throughout, in both her everyday life and during her adventures with the animals. Have students write about how they use their own imagination, and what they liked to do when they imagine. What do they imagine about? Have they ever created their own worlds, or visited an imaginary place when they were feeling worried, or anxious? Have students write a reaction essay or poem and have them accompany their piece with an illustration or piece of artwork.
- **Conduct a unit on important father figures with other Lee & Low titles including, *In Daddy's Arms I Am Tall*** (<https://leeandlow.com/books/in-daddy-s-arms-i-am-tall>) **and *Sky Dancers*** (<https://leeandlow.com/books/sky-dancers>). Ask the following guiding questions as you're reading the texts: how do these fathers support their children? What do they do to make sure that their children are safe and cared for? How do they make their children feel loved? Students can compare with *Juna and Appa* and share out about different things their fathers and/or caregivers in their lives that make them feel loved, important, and safe. Students can accompany their work with an illustration or poem.
- **Come up with questions to interview the author, Jane Park.** What was her process behind creating *Juna and Appa*? What was her inspiration for writing the story about Juna, Appa, their dry-cleaning business, and Juna's quest to find Mr. Parker's jacket? Read the Author's Note with students and have them discuss what they learned and how it made them think about the book differently. Why did you think she created this book for young readers? What was it like to write another book featuring Juna? Consider reaching out to Jane Park for more information about a potential author visit (<https://janepark-books.com/>).

Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, and Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Conduct a small business study in the neighborhood around the students' school and how they can continue to support the businesses in their community.** Students can make a list of small businesses in their local neighborhood on posterboard or chart paper,

with the name of the owner, a picture of the small business, and a description of the small business. Students can brainstorm how they can continue to support their small businesses, and then create posters to hang around the school about the small businesses and what everyone can do to support them.

- **Find a local business owner(s) to interview.** Have students brainstorm a list of local businesses that are close to the school. Students can record their findings on chart paper, and make a list of the owner's name, the name of the business, and questions that they would like to ask the small business owner. Students can ask questions like: How did they start the business? How did they get into the business? Did they have other family members before them running the business? Who is involved with the family business? What do they love about owning and running a family business? What are some challenges? How does their family get involved with the business? Students can write an essay about what they learned, and how it connects to the story in *Juna and Appa*.
- **Have students share if any of their families are small business owners, and what it means to their family.** Students can have family members come if, if they are willing, to share about their businesses and what they do as a small business owner. What is their business? What are some aspects of owning a small business that they love? What are some challenges? Family members can share photos and students can keep a record of each family business owner that they interview and what they learned from the experience.

Science/STEM

(2-LS4-1 Biological Evolution: Unity and Diversity: Make observations of plants and animals to compare the diversity of life in different habitats; 3-LS4-4 Biological Evolution: Unity and Diversity: Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change; MS-LS2-5 Ecosystems: Interactions, Energy, and Dynamics: Evaluate competing design solutions for maintaining biodiversity and ecosystem services)

- **Encourage students to research one of the animals featured in *Juna and Appa*, including the greater rhea, the giant waterbug, and Darwin's frog.** What does this species eat? What are its predators? How does this species care for its young? What impact have humans had on this species? What is its natural habitat like? What areas of the world do these animals live? Have students brainstorm with a partner, small group, or whole class about ways to help this species and create signs to get people's attention about this species. Look to National Geographic and the National Park Services for additional resources on the rhea bird (<https://www.nationalgeographic.com/animals/birds/facts/greater-rhea>), the giant waterbug (<https://www.nps.gov/articles/giant-water-bug.htm>), and Darwin's Frog (<https://www.youtube.com/watch?v=IAF5N-HwgOc>).
- **Have students research different animals that have fathers care for their young** (<https://www.nationalgeographic.co.uk/animals/2018/06/meet-the-single-dads-of-the-animal-world>). Students can work together in small groups and create informational posters with their findings. What do these animals have in common? How are they different? What are the different ways that they care for their young? Where can these animals be found throughout the world? Why is it considered unique that the fathers care for their young? How can we work to continue to protect these animals? Students can display their posters around their classroom to showcase their work.

- **Inspire students to select an animal species of their choice that is endangered and conduct a research project.** Some guiding questions can include: What does this species eat? What are its predators? How does this species travel? Where do they live? What impact have humans had on this species? Why are they endangered? Why did students pick their particular animal to do a research project on? Students can present their findings with photographs and other visual elements of their choosing to a partner, small group, or whole class. The World Wildlife Fund lists all endangered species (https://www.worldwildlife.org/species/directory?direction=desc&sort=extinction_status).

Art & Media

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, and Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **If possible, have students watch videos of the animal fathers featured in *Juna and Appa in the wild*.** A National Geographic video featuring a Darwin's frog shows the baby frogs jumping out of its mouth (<https://www.youtube.com/watch?v=IAF5N-HwgOc>). Here are links to videos of a greater rhea bird teaching his chicks how to feed (<https://www.youtube.com/watch?v=QWEVbEuuKil>) and a giant water bug carrying his eggs (<https://www.youtube.com/watch?v=8y6ot2aNNIU>). Ask students what it was like to watch these animal fathers in the wild. How do they care for their young in the videos? What do they do to make sure that they're safe? Is it different from what students pictured in the story?
- **Juna gets imaginative with different materials in her family's dry-cleaning shop.** Juna uses hangers as a fishing rod, for example. Look around the classroom for materials that you can use unconventionally, like Juna in the story. What materials did you select, and what did you create with them? Have students share with a partner, small group, or whole class. How can you get creative with materials at home?
- **Provide watercolor paints to have students experiment with the medium that illustrator Felicia Hoshino uses in *Juna and Appa*.** Allow students to use the watercolor paints to illustrate the places they would visit on their own adventures like Juna. 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.
- **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.
- **Conduct an illustrator study on Felicia Hoshino.** Felicia Hoshino also illustrated Lee & Low's *A Place Where Sunflower Grows* (<https://www.leeandlow.com/books/a-place-where-sunflowers-grow>) and *Little Sap and Monsieur Rodin* (<https://www.leeandlow.com/books/little-sap-and-monsieur-rodin>). Have students examine the art in both texts and answer the following guiding questions: how would you describe Felicia Hoshino's artistic style? What

kind of medium do you think she uses for her artwork? How does she convey emotion through her art? How does she portray the characters in each of her books? How does she capture the text from the author in her illustrations? Students can write an essay and discuss in small groups.

School-Home Connection

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

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **Encourage students and their families to participate in Wildlife Watch, the National Wildlife Federation's national nature-watching program created for people of all ages.** Students and families share the details of the wildlife they see in their communities to help National Wildlife Federation track the health and behavior of species worldwide (www.nwf.org/Wildlife/WildlifeConservation/Citizen-Science.aspx).
- **If possible, have students look at photos of the animals featured in *Juna and Appa at home*.** Students can search for photos and videos and families can discuss new information they learned from examining these animals and the fathers that care for their young. Students can watch videos from the Art/Media section of this guide, or show their visual posters from the STEM section of this guide.
- **Have students discuss small businesses with their families, and how small businesses are important in their lives.** If students' families own are involved with a small business, ask them what are some of the highlights and challenges.



Ordering Information

General Order Information:

[leeandlow.com/contact/ordering](https://www.leeandlow.com/contact/ordering)

Secure Online Ordering:

[leeandlow.com/books/juna-and-appa](https://www.leeandlow.com/books/juna-and-appa)

By Phone: 212-779-4400 ext. 25

By Fax: 212-683-1894

By Mail:

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

ABOUT THE AUTHOR

Jane Park (formerly Bahk) won Lee & Low's New Voices Award for *Juna's Jar*, which was also recognized with the Asian/Pacific American Library Association Award for Literature and as a Notable Book for a Global Society by the International Literacy Association. *Juna and Appa* was inspired by her memories of growing up in her family's dry-cleaning shop. Park lives with her family in the San Francisco Bay Area. You can visit her online at janeparkbooks.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*. 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.

REVIEWS

"Alight with generosity and familial love." —*Kirkus Reviews*

"While none of the interactions locate the missing item, they do remind Juna of the bond she shares with Appa—a caring connection that helps the pair transcend the day's stresses. Hoshino's gentle watercolors work hand in hand with the dreamy elements of Park's sensitive story." —*Publishers Weekly*

"In the author's note, we learn that the story has some autobiographical elements, and that this is a tribute to Park's parents and the happy memories she had in their dry-cleaning shop, even while they were preoccupied with work responsibilities. This lovely message will resonate with empathetic readers everywhere." —*Booklist*

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](https://www.leeandlow.com).