

Punky Aloha

written and illustrated by Shar Tui'asoa



At a Glance

Meet Punky Aloha, a Polynesian girl who carries her culture in her heart and everywhere she goes. At first, Punky feels shy about meeting new friends. But when she has to go to the market to get butter for Grandma's special banana bread, Punky learns how to be courageous with the help of Grandma's "brave glasses." Along the way, she remembers to share her aloha, helping animals and people in need. She becomes a brave adventurer and experiences the joy of making new friends on her home island of O'ahu.

Genre/Text Type
Fantasy/Picture Book

Content Area Connections
Family, Cooking, Friendship

Write About
Punky's Problems

Rising Voices Theme Heroes and Role Models

Teaching Tips

Build Background The Hawaiian word *aloha* means to show love and respect for all living beings, including the land and yourself. Author Shar Tui'asoa explains *aloha* as "I give you, you give me... It's something we all grow together." *Aloha* is also used to say hello and goodbye. Auntie Pilahi Paki, a famous Hawaiian poet, wrote a poem to share the special meaning of *aloha*. Below is a simplified adaptation.

A—Akahai—Kindness
L—Lōkahi—Being together as one
O—'Olu'olu—Friendly and gentle
H—Ha'aha'a—Humble
A—Ahonui—Patience

Language Support Explain to children that writers can use sound words to help readers feel like they are hearing what the characters hear. Preview and explore the sound words with children: *oink* (p. 13), *bzz* (p. 17), *crash* (pp. 22–23), and *yum* (p. 24).

Reading Aloud You may wish to read the book twice. First, read it all the way through and invite general reactions. Then, reread it, using the questions to guide discussion and deepen comprehension. As you read, briefly define unfamiliar words and terms when you come to them in the text.

Introduce

- Teach these essential vocabulary terms before reading aloud the book to children.
depends on (p. 13) needs
downright (p. 20) absolutely, completely
recite (p. 13) say from memory
- Display the front cover to children and read the title. Explain that the girl on the cover is Punky Aloha. Tell children she doesn't need glasses to see. Instead, she is wearing Grandma's "brave glasses." Ask: Why might Punky need to be brave? Let's read to find out!

Read Aloud

Encourage children to turn and talk with partners or share their thinking with the whole group.

- pp. 2–7** *Grandma calls Punky a "brave adventurer." What else do you find out about Punky? What used to be hard for Punky to do?*
- pp. 8–13** *Punky has a problem. Grandma needs butter for the banana bread, but Punky is scared to go to the market alone. What is Punky afraid of? How might "brave glasses" help Punky on her journey?*
- pp. 14–17** *Punky helps a mommy pig get mangoes home to her family. How did reciting her aloha—"Be helpful. Be giving. Be brave."—help Punky? How does Punky feel after helping the pigs?*
- pp. 18–23** *Punky is getting the hang of talking to new friends, but then her "brave glasses" break! How do you think she will help the boy she ran into? Do you think Punky will be shy again without her glasses? Why or why not?*
- pp. 24–25** *Punky helps Kai and doesn't seem to mind that her "brave glasses" broke. Why wasn't she upset about breaking her glasses? What has Punky learned about making friends?*
- pp. 26–30** *Punky had a big adventure and shared aloha along the way. How did sharing aloha help Punky make new friends? How can you share aloha with people in your life?*



After Reading

Write About Punky's Problems

Say: *Sometimes a character has problems in a story that he or she tries to fix or solve. These are called solutions. Noticing how characters solve problems can help us get to know the characters better.*

First, revisit and read aloud pages 14 and 15. Say: *Punky meets a pig who needs help. What problem does the pig have? How does Punky help the pig?* Have children turn and talk with a partner about how the pig needs to carry the mangoes and how Punky uses her skateboard to help. Select a few children to share their thinking with the class.

Reread pages 18 and 19. Ask: *What is the bee's problem? How does Punky help solve the bee's problem?* Have children share with a partner about how the bee needs to collect pollen and how Punky helps with her lei.

Finally, ask: *How does Punky solve her own problem of making friends?* Guide children to discuss how Punky made friends.

Invite children to draw a problem from the story and how it's solved. Ask them to label their drawings with words that tell about the problem or solution. They may choose to write words such as *Punky, bee, skateboard, or lei*.

More to Explore

Book Club Discussion Have children meet in small groups to think about the text and discuss the questions below. Read aloud, display, or share copies of the questions with children.

- **Heroes and Role Models** *A role model is someone you admire, or look up to, because he or she does good things. What do you admire about Punky? What do you admire about Punky's grandmother? Who is someone in your life you look up to as a role model?*

Enhance Well-Being and Build Life Skills *Punky thought it was hard to make friends. But on her journey to the market, she realizes that making friends feels good, especially when you share aloha. How did trying something new help Punky? How did Punky's adventure also help others? Why is it important to try new things?* Have children turn and talk with a partner. Then select a few children to share their thinking with the class.

Practice Fluency: Repeated Reading Display and model reading page 13. Then, invite children to repeat Punky's lines: "Be helpful. Be giving. Be brave. This is how we share our aloha." Show children how to take a pause at each period and read expressively in Punky's voice. Ask children to share how reading it a few times helps them read more fluently.

Activity: Make a Brave Accessory Tell children that Punky's glasses remind her to share her aloha. Set out materials such as crayons, paper, pipe cleaners, paper tubes, clips, craft sticks, and tape. Have the class brainstorm and create "brave" accessories, such as wrist bands or badges they can tape or clip on their clothing. Encourage them to include a word or phrase that reminds them to be like Punky.

Spotlight: Shar Tui'asoa Shar's father and grandmother are from Tonga, a part of Polynesia. She based *Punky Aloha* on her own childhood experiences growing up in Hawai'i. Grandma in the book is a mix of Shar's grandmothers: Grandma Joan loved baking, and Grandma Langi was "the best friend of the grandchildren" and looked just like the grandma in the book.

Connect to Other Texts

Preview or review other texts in this or any other Rising Voices library that are also linked to the theme Heroes and Role Models. Invite children to explore or revisit one of these texts with you or a partner to discover what the people in these books have in common with Punky. Ask: *What do you admire most about the people in these books?*

Archer's Quest

written by Linda Sue Park



At a Glance

On a dreary afternoon, Kevin, an ordinary and bored 12-year-old, is at home. Suddenly, a visitor from the past—a legendary Korean archer—appears in his bedroom! After a few misunderstandings, including an arrow shot through the top of Kevin's cap (while it was on his head), Kevin learns why he is the one fated to assist the archer in his quest to return home and realizes that even the most ordinary people have it within themselves to be extraordinary.

Genre/Text Type
Fantasy/Novel

Content Area Connections
History, Social Studies

Write About
How Kevin Changes

Rising Voices Theme Strong and Resilient

Teaching Tips

Build Background Display a map or globe and point to the Korean peninsula and New York. Explain that the story of the archer visiting Kevin in New York is a work of fiction. But Koguryo, where the archer comes from, was a real place. It was the largest and northernmost of three kingdoms that divided ancient Korea. It was founded and ruled by Chumong, and the people who lived there were the Yemek.

Language Support Point out how the archer's way of speaking is more formal than Kevin's. Even though Kevin can understand the archer's words, he often struggles to figure out what the archer really means. Display page 10 and read, "You may call me . . . 'Skillful Archer.' But perhaps that is too boastful. Modesty is a virtue. 'Archer,' then. You may call me 'Archer.'" Discuss the meanings of words and phrases not used in everyday conversation, such as *boastful*, *virtue*, and "you may call me," and guide students to restate them in their own words.

Reading Aloud Read the book section by section over several days. Use the questions to guide discussion and deepen comprehension. As you read, briefly define unfamiliar words and terms when you come to them in the text.

Introduce

- Teach these essential vocabulary words before reading aloud the book to students.
coincidence (p. 51) when events happen at the same time by accident but seem to have a connection
instinctively (p. 28) to act or respond using a natural ability or sense
prophecy (p. 21) a prediction of something that will happen
- Display the front cover to students and read the title. Say: *In this story, Kevin, a 12-year-old boy living in 1999 New York, meets a legendary ancient Korean archer who needs help to return home—halfway around the world and 2,000 years back in time. Ask: How will Kevin be able to help the archer? Let's read to find out!*

Read Aloud

Encourage students to turn and talk with partners or share their thinking with the whole group.

- ch. 1–2** On an ordinary Monday, the archer appears in Kevin's room. How does the archer react to objects that, to Kevin, are ordinary: glass, Kevin's bed, and a globe? What do these details tell you about the archer?
- ch. 3–4** Kevin learns more about the archer. What does Kevin learn from the "spirit box"? Why is Kevin frustrated when trying to figure out his element? What does this reveal about Kevin's relationship with his father?
- ch. 5–6** The archer thinks that Kevin is fated to help him return home. How does Kevin feel about the archer relying on him? In what ways has Kevin helped him so far? What skills does Kevin learn from the archer?
- ch. 7–8** Kevin decides to visit the zoo. Why does Archie call it the "Garden of Intelligence"? How does Archie's encounter with the tiger impress Kevin? Why might discipline and practice be important for Kevin to learn?
- ch. 9–10** Their friendship grows at the Jade Palace. How can you tell that Archie and Kevin are close? How does the gong help Kevin figure out where to go next? What qualities about Kevin and Archie do you admire most?
- ch. 11–13** Archie finally returns home. Why does Archie say that Kevin's thoughts are "profound," or deep? How does Kevin ward off Mr. Lee to ultimately help Archie return home? How do you think Kevin's relationship with his father might change now? If time allows, share the Author's Note (p. 165) with students to learn how the author weaved historical facts with fiction.



After Reading

Write About How Kevin Changes

Explain that Kevin's experience helping the archer causes Kevin to change in a positive way. Say: *You learn about characters from what they say and do, how they react to events, and what others say and think about them. Characters can change in a story as a result of events and their interactions with others. Understanding characters helps readers find deeper meaning in a story.*

First, invite students to reflect on Kevin's mood, traits, and thoughts at the start of the book. Together, skim Chapter 1, when we first meet Kevin. Read aloud sentences such as, "Monday was always his worst day" and "His grades were right in the middle of the class." On page 22, read the second paragraph, beginning with, "His coach had once told him . . ." Ask: *How would you describe Kevin at this point in the story?*

Guide students to discuss how Kevin seemed like an ordinary kid, a little bored with school and his home life, and that he did not always try his best at hard tasks.

Then, invite students to reflect on how confident and reliable Kevin has become by the end of the story. Turn to pages 147 and 148 and read aloud Kevin's inner monologue. Ask students to turn and talk with a partner about how they would describe Kevin at the end of the story.

Finally, have students respond in writing to the following prompt: *How does Kevin change by the end of the story?* You may wish to write these sentence starters on the board: *At the beginning of the story, Kevin was _____. I know this because _____. By the end of the story, Kevin is _____. I know this because _____.*

More to Explore

Book Club Discussion Have students meet in small groups to think about the text and discuss the questions below. Read aloud, display, or share copies of the questions with students.

- **Strong and Resilient** *Being strong and resilient means not giving up, even when things are difficult. Before meeting the archer, Kevin often gave up on things he found too hard, like homework and soccer. Why do you think he didn't give up trying to help the archer, even when some of his ideas didn't work out? When have you shown resilience in an activity, hobby, or subject?*

Enhance Well-Being and Build Life Skills *Kevin thinks he's just an ordinary kid with no special skills. How is Kevin's ordinariness helpful to Archie's quest? How does Archie help Kevin see himself in a new way? Why might it be important to have friends who help you feel confident?* Have students turn and talk with a partner. Then select a few students to share their thinking with the class.

Practice Fluency: Read With Emotion Display pages 148 and 149 and explain that in this dramatic scene, the characters' emotions are strong. Point out the author's use of italics and ellipses to show Kevin's inner monologue, and exclamation marks and capital letters to show excitement. Model reading the section aloud with great emotion. Then invite groups of three to read the section together, each student taking a role.

Activity: What's Your Sign? Display the Chinese Zodiac pages, 160 to 164, and invite students to identify and write down their Zodiac sign. Read the descriptions of those signs aloud and ask students to write down the words they believe best describe them (both positive and less positive). Have them work with partners to come up with another two or three words that describe something else unique about themselves.

Spotlight: Linda Sue Park After her parents emigrated from South Korea to the United States, Linda Sue Park was born near Chicago. Later, she attended a school where she had many wonderful teachers who read aloud and encouraged her to read on her own. Her top tips for future writers? Reading is the best thing any writer can do! She also recommends writing every day.

Connect to Other Texts

Preview or review other texts in this or any other Rising Voices library that are also linked to the theme Strong and Resilient. Invite students to explore the texts on their own or with a partner. Ask: *What qualities do the people in these books share with Kevin or the archer? How do they demonstrate strength and resilience?*

