

BARBARA PARK'S

# Junie B. Jones™

THE  
GRAPHIC  
NOVELS

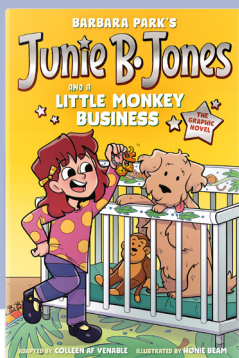
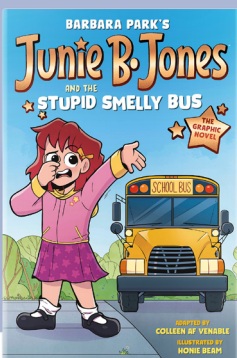
My name is  
Junie B. Jones.

The B  
stands for  
Beatrice. Except  
I don't like  
Beatrice.

I just  
like B and  
that's all.



ADAPTED BY  
**COLLEEN AF VENABLE**  
ILLUSTRATED BY  
**HONIE BEAM**



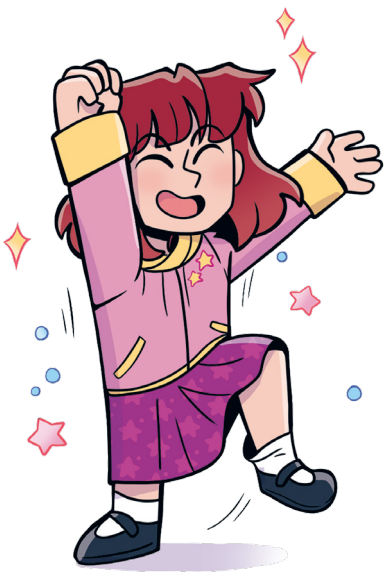
## EDUCATORS' GUIDE

[RHCBTeachersLibrarians.com](http://RHCBTeachersLibrarians.com)



## ABOUT THE SERIES

After more than thirty years as a beloved favorite, the world's funniest kindergartner is now in graphic novels, with brand-new full-color adaptations that will bring Junie B. to life for a new generation of readers and give kids even more ways to laugh—and read—with Junie B. Jones!



AVAILABLE  
9/15/26

★ "Park could not ask for a better representation of her classic."

—*School Library Journal*, starred review

★ "A triumphant new entryway into the evergreen world of a spunky young girl."

—*Kirkus Reviews*, starred review

## ABOUT THE CREATORS



SERIES  
CREATOR

**BARBARA PARK** (1947–2013) is beloved by millions as the author of the wildly popular Junie B. Jones series. She left a legacy of laughter and reading.



ADAPTER

**COLLEEN AF (Ann Felicity) VENABLE** is the author of many kids' books, including the Katie the Gatsitter series. Colleen discovered Junie B. as a young babysitter and says, "I instantly fell in love. I don't think any character in literature connects with me as much!"



ILLUSTRATOR

**HONIE BEAM** (pronounced honey) is making her graphic novel debut with Junie B. Jones. Honie grew up reading Junie B. and is excited to be on the team! When she's not illustrating, Honie can be found playing the mandolin and doodling dragons on important tax documents.

## LETTER FROM AN EDUCATOR

Too often, we hear that graphic novels are great for reluctant readers with the implication that they will then grow into “real” reading, eventually leaving this method of story-telling behind. As a high school educator for over 25 years, author, speaker, reading specialist, and most importantly, parent, I will offer that rather than simply serving as a steppingstone to “real” reading, graphic novels ignite kids love of reading and also offer a distinct literary experience that engages readers in a different, still rigorous, kind of processing.

- ◆ **Accessibility:** Graphic novels offer built-in literacy scaffolding as images can help make meaning of text. This assists with language learners, reading levels, dyslexia, and more. Additionally, autistic readers will experience the in-depth emotions we see through body language and facial expression. For readers with aphantasia (when a reader is unable to form mental images from text) graphic novels are a must.
- ◆ **Diverse representation:** In the Junie B. Jones adaptations, we see wonderful diversity in her classroom, playground, and even on the school bus. In prose, there simply is not enough room to allow for specific descriptions of each child, but in graphic novels, we can see so much in just one panel.
- ◆ **Emotional nuance:** A great example of this can be found in the adaptation of *Junie B. Jones and a Little Monkey Business*. We see and feel the hope of mom and dad when they are telling Junie about having a new baby—holding her hand, the looks on their faces, and Junie’s lack of comprehension. A hilarious addition is the changing expression on Junie’s shoes (croc) in the actual shape of an alligator. Over several pages, the croc’s facial expression goes from a smile, to open mouth joy, to a frown, matching Junie’s moods.
- ◆ **Modernized:** The Junie B. Jones graphic novels also allow for an entire new generation to fall in love with these stories as we see modern classrooms, fashion, etc.
- ◆ **Text to text comparison:** This is a higher-level reading skill as readers analyze the original prose and the graphic adaptation. Do the images match what the reader had in their head? How do the images complement or supplement the prose?
- ◆ **Inference-making:** The empty space (gutter) between each panel (box of drawing) in a graphic novel makes reading this medium more challenging than prose. The reader must make meaning of how the story progresses through these empty spaces, connecting panel to panel. In prose, the author tells the reader what to understand.
- ◆ **Wordless panels:** Those unfamiliar with graphic novels might overlook or even skip these pages. However, they often add the most to stories. These pages should force the reader to slow down and really analyze what is happening, what the character is thinking or feeling, etc. This forces the reader to make meaning and allows for meaningful individual interpretation of what is happening in that part of the story.

Let’s also not overlook the wow factor of graphic novels and their ever-increasing circulation in libraries, schools, and booksellers. Yes, graphic novels will no doubt engage the reluctant reader, but they offer practice of analytic reading skills for all levels. As an educator, I would never state that graphic novels should replace prose stories, but they are a vital tool in our literary toolbox in schools and at home.

### TIM SMYTH

Educator, speaker, and author of the Eisner-nominated *Teaching with Comics and Graphic Novels*

## ABOUT THIS GUIDE

This resource includes ideas for building background knowledge and discussion questions for before, during, and after reading *Junie B. Jones and the Stupid Smelly Bus* and *Junie B. Jones and a Little Monkey Business*. It also includes reproducible worksheets for suggested activities.

### ACTIVITIES FOR *JUNIE B. JONES AND THE STUPID SMELLY BUS*

#### A VENN DIAGRAM

If students are reading the graphic novel after reading the traditional chapter book *Junie B. Jones and the Stupid Smelly Bus*, use the Venn diagram to compare how the story is different in different mediums. Keep track of what's similar and what's different as you read.

#### INTRODUCE YOURSELF

Familiarize students with graphic novel features. Give students the opportunity to make themselves into a graphic novel character while sharing "get to know you" information. This can be completed after *Junie B. Jones* is introduced to readers. This can also be completed at the beginning of the school year or any time a new student is welcomed to class.

#### BIG FEARS

Have students create an inventory of what worries them about school, riding the bus, or anything else! Talk about a few of these together as a class so students know they're not alone in their feelings and so they can see that the worst-case scenario is usually unlikely and not the worst!

### SCHOOL TOUR MAP

Have students create a map of their school. When there is a new student or a visitor to the school, you can provide a copy of one of the school maps. You can share the maps with other classes in the school or post them in public areas around the school so younger students and visitors know where to go if they get lost.

### ACTIVITIES FOR *JUNIE B. JONES AND A LITTLE MONKEY BUSINESS*

#### UNDERSTANDING EXPRESSIONS

*Junie B.* misunderstands her grandmother when she says *Junie B.*'s new little brother is "cute as a monkey." After explaining expressions (figurative language) to students, unpack some more examples of figurative language.

#### SHOW-AND-TELL

*Junie B.* is very excited to show and tell the class about her new little brother. Ask students to pick a member of their family (pets included) to share more about. Invite them to draw a portrait and complete a write-up.

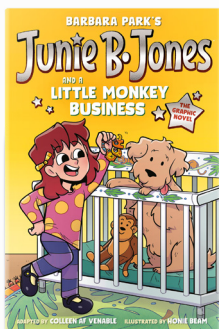
### ACTIVITIES FOR *JUNIE B. JONES AND HER BIG FAT MOUTH*

#### JOB DAY IN ROOM 9

*Junie B. Jones* is having a hard time deciding what she wants to be when she grows up. Help her plan what she wants to be.

#### NAME THAT SOUND

Sometimes words sound like what they mean, and that's called onomatopoeia! Graphic novels use a lot of these silly sounding words to help describe a scene. Match the sound to the right picture.



## BEFORE READING

### ***JUNIE B. JONES AND THE STUPID SMELLY BUS***

- ◆ Ask students: Do you remember your first day of school? What was it like? How did you feel before it? Have your feelings about school changed?
- ◆ There are good things about school and some challenging things about school. What's the best part of the school day? What's the hardest part of the school day? Let students know that it's okay not to have fun all the time, but that they should tell an adult if they feel unsafe.
- ◆ Talk about new things students would like to try. What does it feel like to try something new? How can trying something new bring up big feelings?

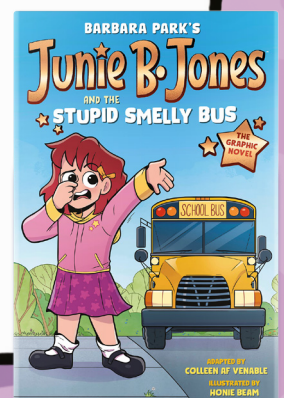
## WHILE READING

- ◆ Junie B. Jones has a preference for how her name is said. Why is it important to say someone's name the way they'd like for it to be said?
- ◆ How does Junie B. feel after Meet the Teacher Day? How do you know?

- ◆ Why does Junie B. dislike the bus?
- ◆ Junie B. refers to lots of people as "meanies." Why? Do you agree with her?
- ◆ What places does Junie B. visit on her school tour? Does your school have these places? If not, where do you go in your school for books or for help if you're hurt?
- ◆ Why does Junie B. stay in her classroom after the school day ends?
- ◆ Why are the adults grouchy with Junie B.?
- ◆ What does Junie B. plan to do differently the next day?
- ◆ Junie B. changes her mind about a few things during the story. Why does she change her mind? Have you ever changed your mind?

## AFTER READING

- ◆ What should you do if you are feeling uncertain or nervous about something?
- ◆ What would you have suggested Junie B. Jones do instead of hiding in the classroom?
- ◆ What was your favorite part of the book? This could be *anything!*



## BEFORE READING *JUNIE B. JONES AND A LITTLE MONKEY BUSINESS*

- ◆ In *Junie B. Jones and a Little Monkey Business*, Junie B.'s new little brother joins the family. Ask students: Where are they in their family birth order? Discuss how they feel about being the oldest, youngest, middle, or only child.
- ◆ This story has a big misunderstanding. Invite students to share instances when they have misunderstood something.
- ◆ Looking at the cover, make predictions about what the story is about.

## WHILE READING

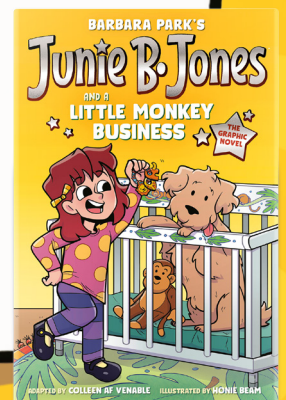
- ◆ How does Junie B. feel about the news that she will have a baby brother? How do you know?
- ◆ Why does Junie B. spend the night at Grampa Miller's?



- ◆ How does Junie B. feel when her questions aren't answered? Why?
- ◆ Why is Grace upset with Junie B.? Do you think this is fair?
- ◆ Why are Grace and Lucille giving Junie B. their belongings?
- ◆ Why is Junie B. brought to the principal's office? How does she feel?
- ◆ Junie B. finds out she misunderstood her grandmother. How does she feel about it? How do you know?
- ◆ How does Junie B. feel when she finally meets her brother? How do you know?

## AFTER READING

- ◆ Misunderstandings happen a lot. What are some ways to avoid misunderstandings? What should you do if you're wrong about something?
- ◆ What would you have told Junie B. to do when Grace and Lucille were giving her presents?
- ◆ What do you think happens after the end of the story?



## BEFORE READING *JUNIE B. JONES AND HER BIG FAT MOUTH*

- ◆ Ask students: Have they ever spoken or acted without thinking? Why is thinking before we speak and act important? Talk about purposeful pausing.
- ◆ This story showcases public speaking. Ask students: Do they like speaking in public? Why or why not?

## WHILE READING

- ◆ How does Junie B. initially feel about Job Day? How do you know?
- ◆ Why does Junie B. like Janitor?
- ◆ How does Junie B. feel when adults come to her class to discuss their jobs?



- ◆ What kind of job does Junie B. describe on the bus?
- ◆ How do her classmates react to her idea? Why? How does Junie B. feel? How would you feel?
- ◆ How does Junie B. come up with the idea for her actual Job Day choice?
- ◆ What does it mean to show courtesy? Do her classmates show courtesy? Why or why not?

## AFTER READING

- ◆ Host your own Job Day. Invite school staff, including a teacher of an older grade, the school nurse, the school librarian, the school secretary, and the school janitor to speak with students. Give students an opportunity to practice being a good audience for guest speakers by going over audience behavior and ways to show courtesy.
- ◆ Invite students to choose a job they might like to do. Help them prepare for Job Day by completing the work sheet included. Go over some best practices for public speaking.





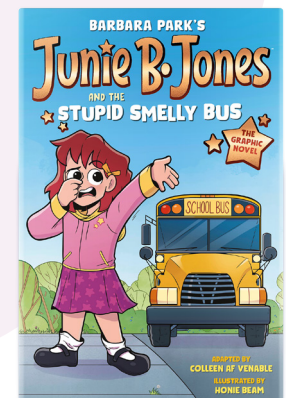
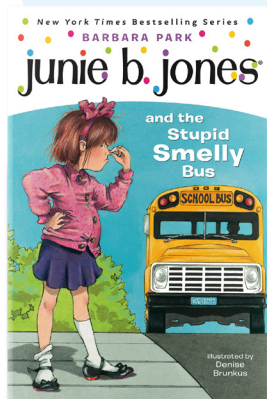
# SIMILARITIES AND DIFFERENCES

Now that you have read the chapter book and the graphic novel, what is different about the ways these stories are told? What is similar about the ways the stories are told? Complete the Venn diagram below to identify similarities and differences.

(And you can do this with any of the Junie B. Jones Graphic Novels!)

junie b. jones®

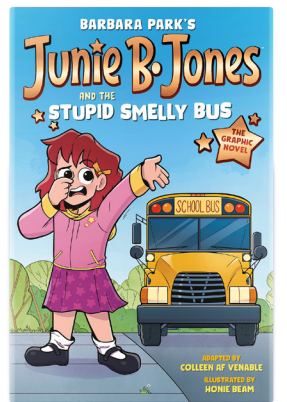
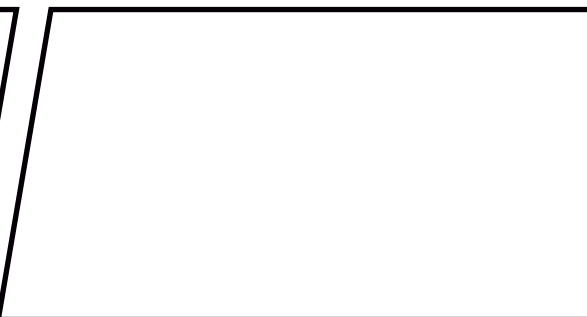
Junie B. Jones™  
★ THE GRAPHIC NOVEL ★





# INTRODUCE YOURSELF

After writing your name in the speech bubble, draw yourself, adding facial features, hair, clothing, etc. Then, in the panels, share a few important things about yourself that you'd like people to know, such as your middle name, your favorite color, or anything that makes you special.



Art © 2026 Honie Beam, from Barbara Park's Junie B. Jones graphic novels. JUNIE B. JONES is a trademark of Park Investment Holdings LLC, used under license.



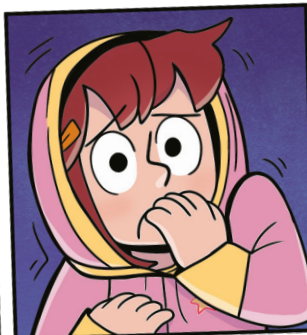
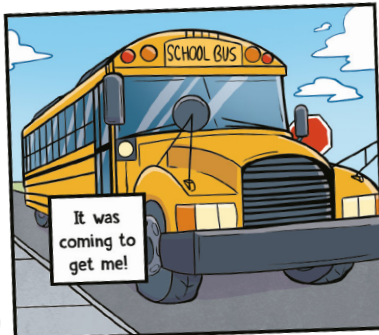
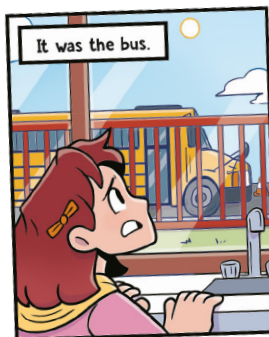


# BIG FEARS

Junie B. is having some big feelings about riding the bus, but she is not alone—everyone has fears! What are some of your fears? Complete the chart below.

Your fear	Worst possible outcome	Best possible outcome	What would a friend say to put you at ease?

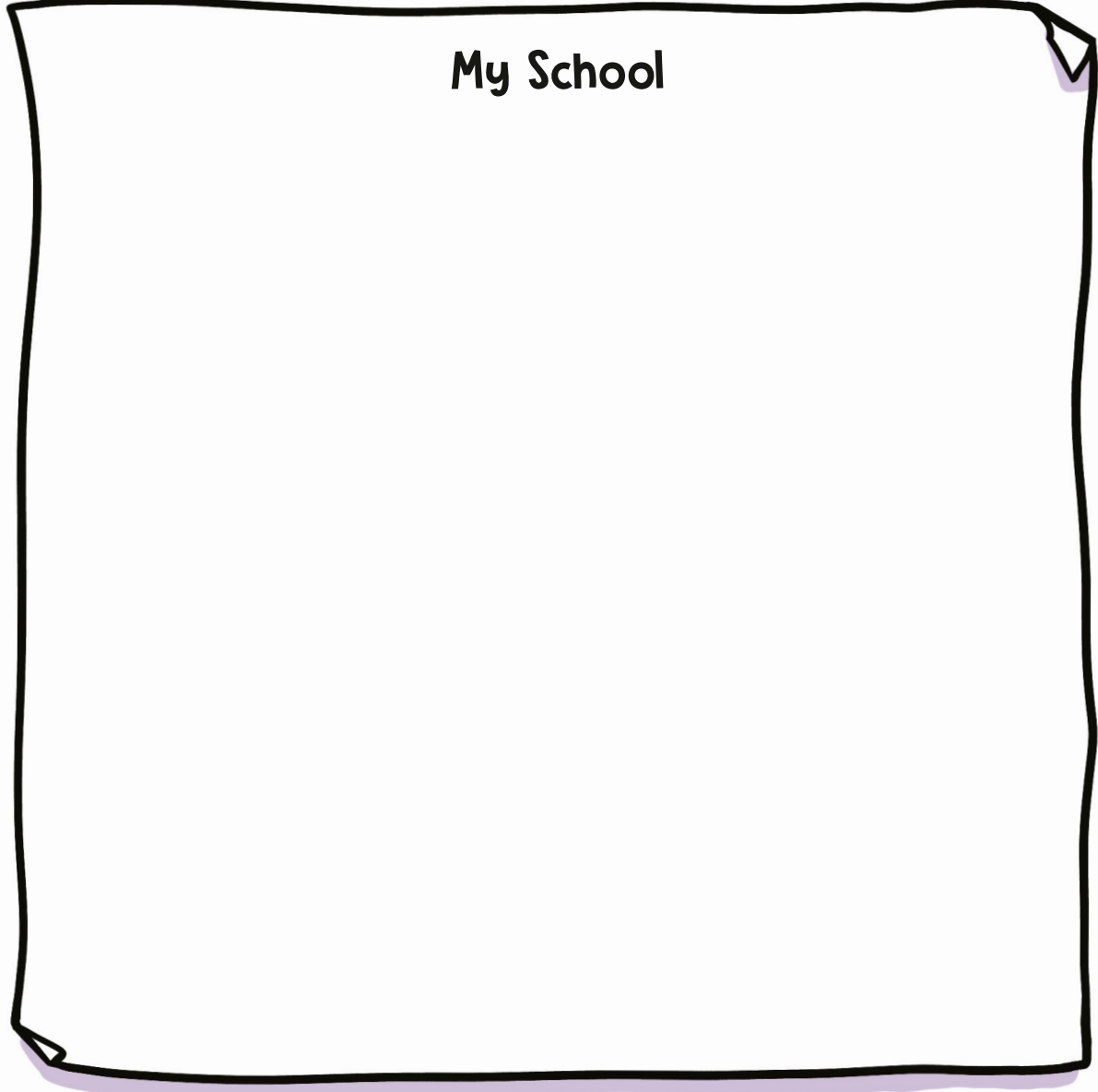
Art © 2026 Honie Beam, from Barbara Park's Junie B. Jones graphic novels. JUNIE B. JONES is a trademark of Park Investment Holdings LLC, used under license.





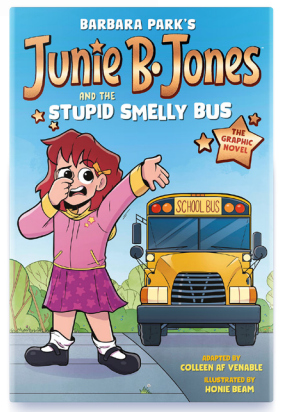
# SCHOOL TOUR

Junie B. Jones takes a walking tour of her school. Give a tour of your school by drawing the library or media center, the cafeteria, your classroom, the nurse's office, the restrooms, the gym, or other places that are important to you. Be sure to label each location.



My School

Art © 2026 Honie Beam, from Barbara Park's Junie B. Jones graphic novels. JUNIE B. JONES is a trademark of Park Investment Holdings LLC, used under license.





# UNDERSTANDING EXPRESSIONS



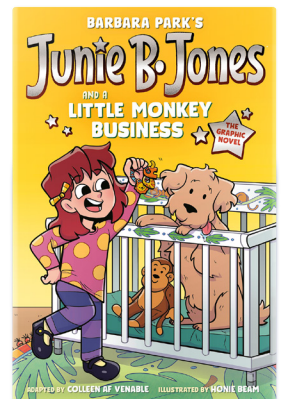
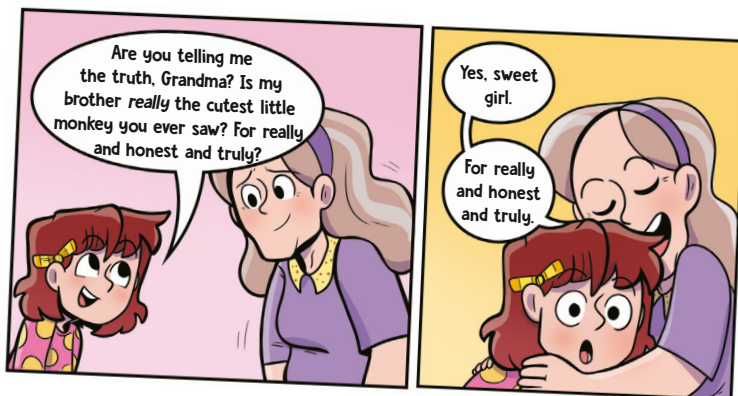
Read the common expressions below and add one of your own.

Make a prediction about what you think each one means. Have fun discussing the ideas that come up. Then, as a class, talk about the actual meaning.

**Extension activity:** Pick one expression and illustrate it!

Expression	What do you think it means?	What does it actually mean?
Cool as a cucumber		
Piece of cake		
Spill the beans		
Ants in your pants		
Pie in the sky		
What is another expression that you know?		

Art © 2026 Honie Beam, from Barbara Park's Junie B. Jones graphic novels. JUNIE B. JONES is a trademark of Park Investment Holdings LLC, used under license.

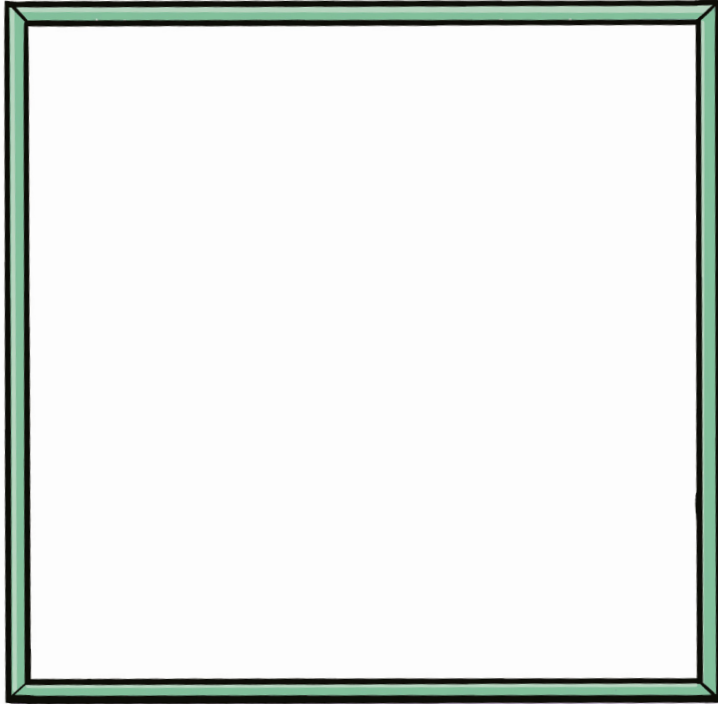




# SHOW-AND-TELL

Junie B. can't wait to tell her class about her new baby brother. Choose a family member or a friend to tell your classmates about.

What makes this person special?

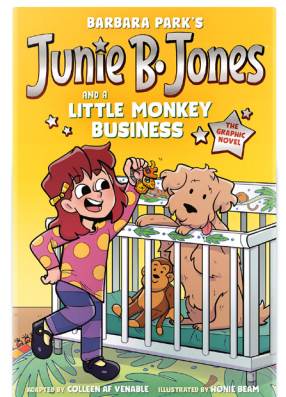
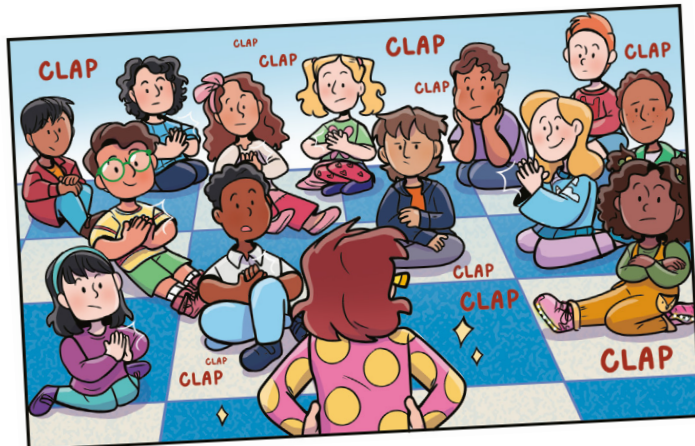


Name \_\_\_\_\_

They are special because \_\_\_\_\_

We love to \_\_\_\_\_

Three words I would use to describe them are \_\_\_\_\_





# JOB DAY IN ROOM 9

Junie B. is having a hard time deciding what she wants to be when she grows up and it's making her feel sickish in her stomach. Draw your answers to the questions below to help you brainstorm your future career!

When I grow up, I want to be a \_\_\_\_\_.

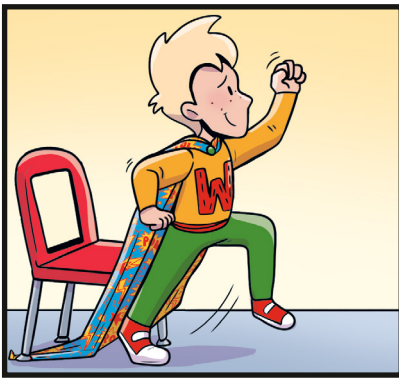
What will you wear?	What tools will you need?	What will you do all day?



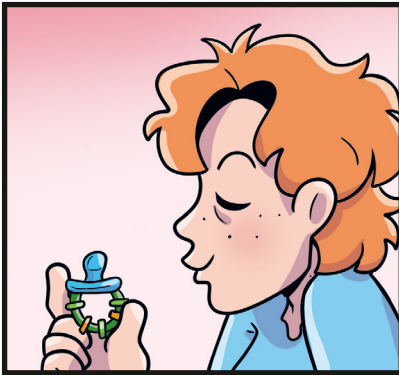
# NAME THAT SOUND

Sometimes words sound like what they mean, and that's called onomatopoeia! Graphic novels use a lot of these silly sounding words to help describe a scene. Can you match the picture to the sound you think it makes? If you're having trouble, try making the sound you think the picture would make before guessing!

1.



2.



A.

foosh

B.

plop

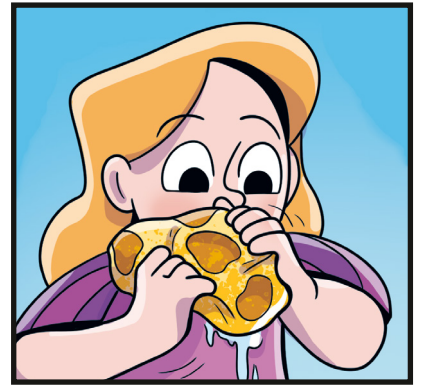
C.

squish

D.

snag!

3.



4.



Answer Key:  
1. D. 2. A. 3. C. 4. B



Visit [RHCBSchoolLibrarians.com](http://RHCBSchoolLibrarians.com),  
your online destination for all the resources  
you need for your classroom or library!



Follow Us on Social  
[@RHCBSchoolLibrarians](https://www.instagram.com/RHCBSchoolLibrarians)