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Can Emu Really Sing Jambo?/ ¿Puede Emu Cantar Realmente Jambo?

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Can Emu Really Sing **Jambo**?

*Based on a true story...
sort of*

¿Puede Emu Cantar Realmente **Jambo**?

Una historia verdadera...o algo por el estilo

A Bilingual picture book

by Peter K. Jain

Illustrated by South Bay Union
Elementary School Students





Dedicated to
all the students of
South Bay & Pine Hill
Elementary Schools
and to our first test
reader,
August Welch

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Payne was *ANGRY.*



Payne estaba *ENOJADO.*

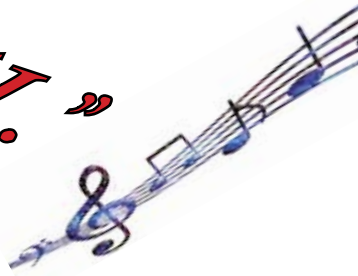


The music teacher noticed how upset Payne looked. "Come on, sing a little.

You'll feel better!"

But Payne just sat there with his arms crossed. "I don't care. I don't want to sing and I don't want to feel better.

I'M ANGRY."



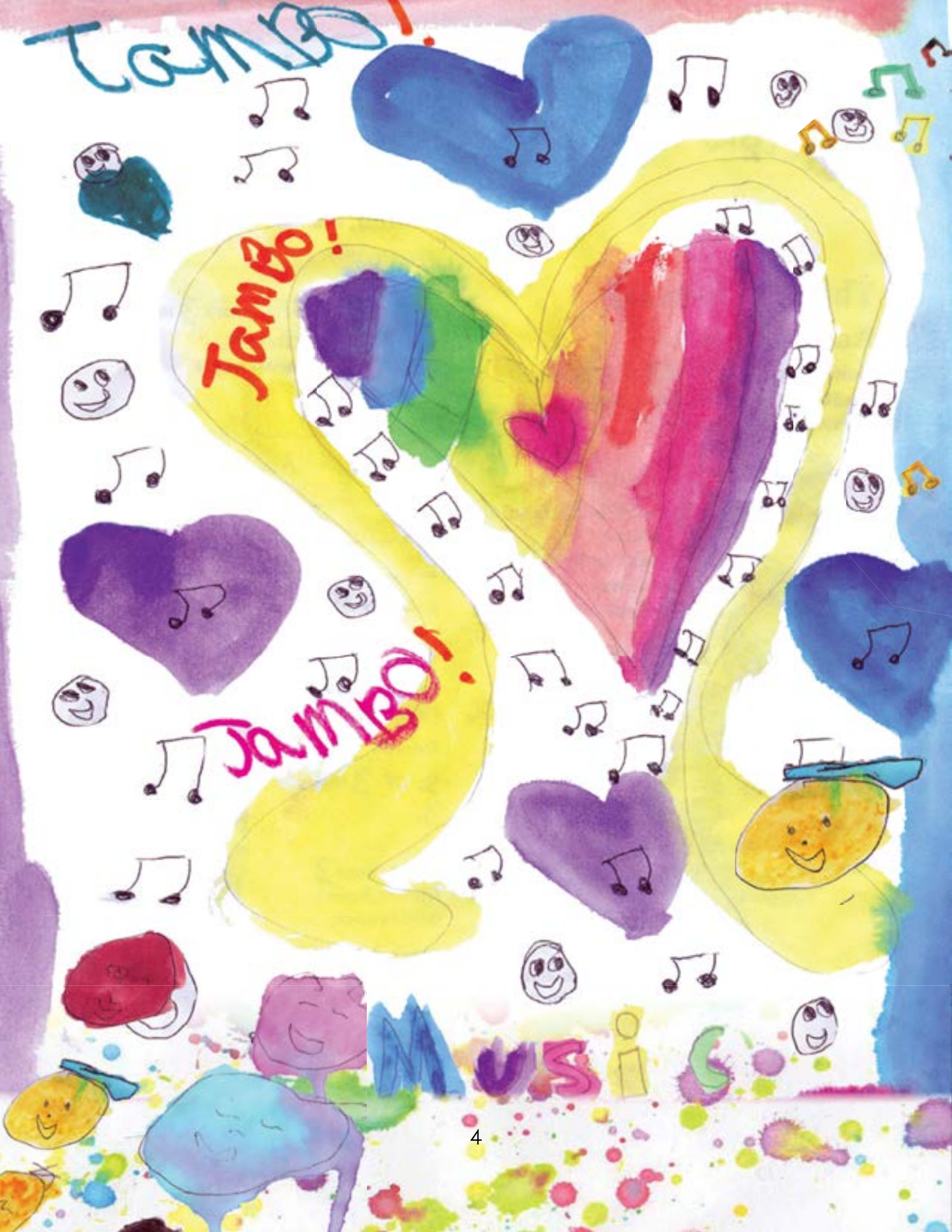
El maestro de música notó lo molesto que se veía Payne y le dijo, "Ven, canta un poco.

¡Te vas a sentir mejor!"

Pero Payne simplemente se quedó sentado con los brazos cruzados. "No me importa. Yo no quiero cantar y no me quiero sentir mejor.

ESTOY ENOJADO."





Jambo!

Jambo!

Jambo!

MUSIC

The teacher nodded and led the class in their greeting song of **Jambo**, "Hello," in the African language of Swahili. Afterwards, he began telling them about what happened on the way to school that morning.



El maestro asintió con la cabeza y dirigió la clase con la canción de bienvenida **Jambo**, que en Swahili, lengua africana, quiere decir "hola". Después, el maestro comenzó a contarles a los estudiantes una historia sobre lo que le había sucedido de camino a la escuela esa misma mañana.



Payne listened but was not in the mood to believe anything.

He absolutely was not going to believe this hogwash about a giant bird that liked the teacher's music and followed him in a field, dancing and singing **Jambo.**

"That's crazy," thought Payne.



Payne escuchó el relato pero no estaba de humor para creer tal cosa.

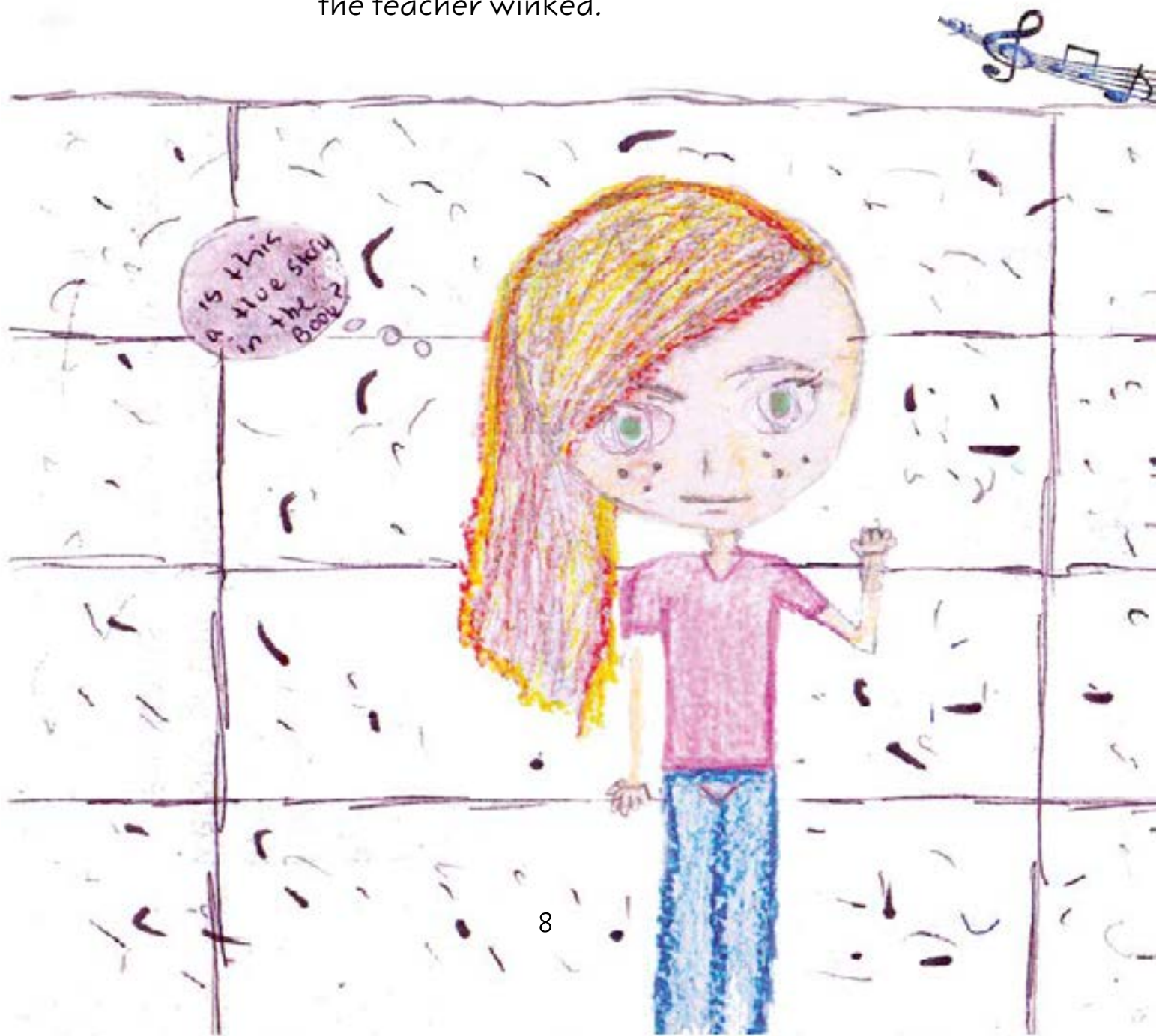
Él absolutamente no iba a creer esta tontería acerca de un ave gigante a la cual le gustaba la música que tocaba el maestro y que lo seguía por el campo bailando y cantando, **Jambo.**

"¡Qué locura!" pensó Payne.



But a girl in class with freckles, named Randi, raised her hand and asked, "Is this a **TRUE** story, like the Mystery Wall?"

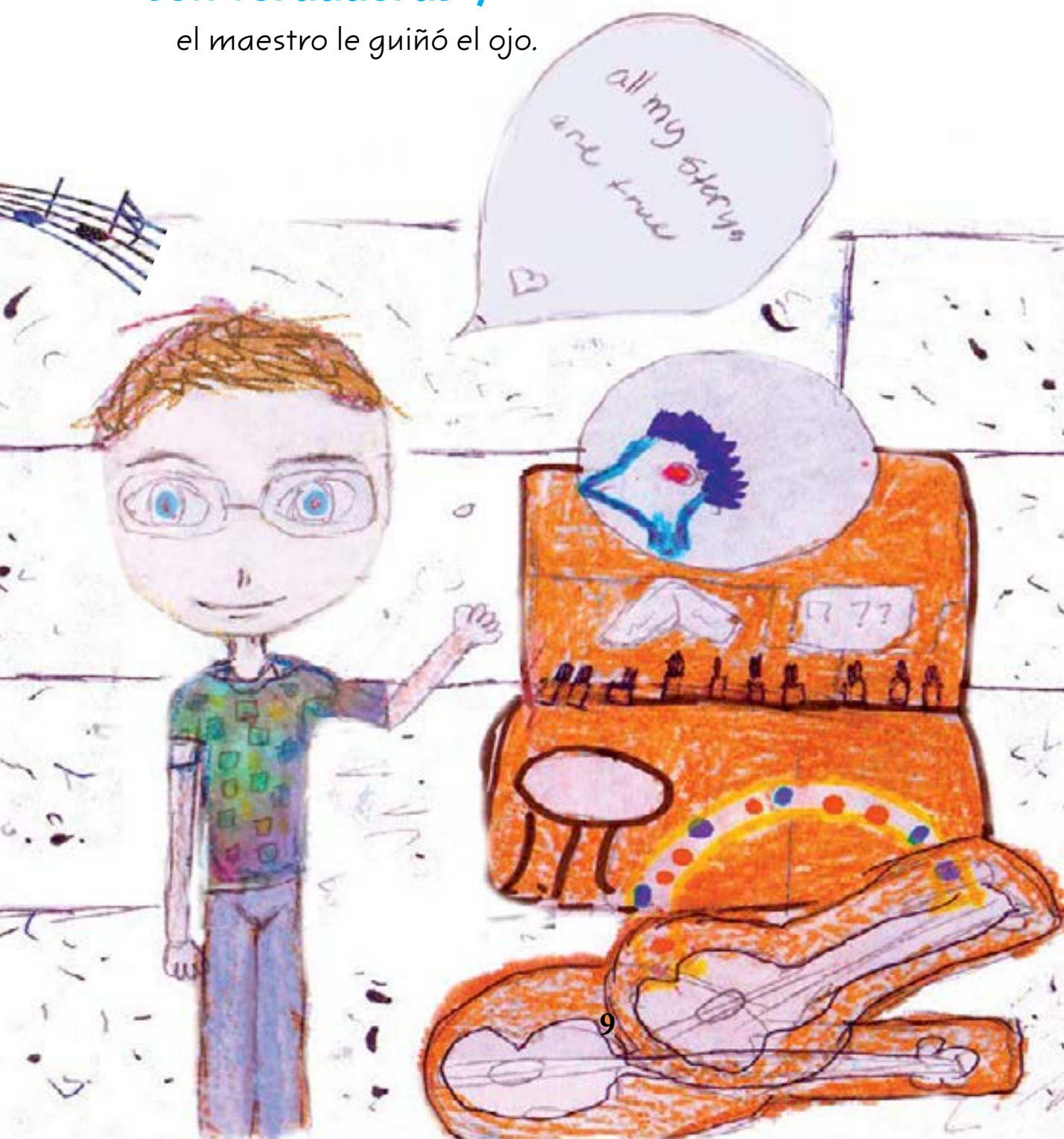
"**ALL** of my stories
are true,"
the teacher winked.



Pero una niña con pecas, llamada Randi, levantó la mano y preguntó:

"¿Es ésta una historia **Verdadera**, como la del Muro Misterioso?"

"TODAS mis historias
son verdaderas",
el maestro le guiñó el ojo.



Throughout class there were a hundred questions about the strange bird.

"What color are her feathers?"

"Is she bigger than a cow?"

"How does she sing Jambo?"

"Can she fly?"

"What kind of dance does she do?"

Is She bigger than a Cow?

$$4 + 50 =$$

$$5 \times 2 = 10$$

The students would no sooner finish singing a new song when their hands would fly into the air to ask more questions about the bird.

"If you see her again, can you tell her 'Jambo' from us?" one very quiet girl named Destiny asked.





Durante la clase los estudiantes hacían cientos de preguntas sobre el ave extraña.



¿Cómo
canta
Jambo?

¿De qué **color**
son sus plumas?

¿Es ella más grande que
una **vaca**?

¿Puede ella
volar?

¿Qué tipo de **danza** baile?

Yea
can
she?

an
She
fly?

Tan pronto como los estudiantes dejaron de cantar otra canción se alzaron las manos para hacer más preguntas sobre el ave.

"Si la vuelve a ver, le puede decir 'Jambo' por nosotros?" le preguntó una niña muy callada llamada Destiny.

Payne watched and listened. But he still couldn't believe this story about a big bird that sang and danced.

The teacher asked the group if they wanted more evidence for their next class together.

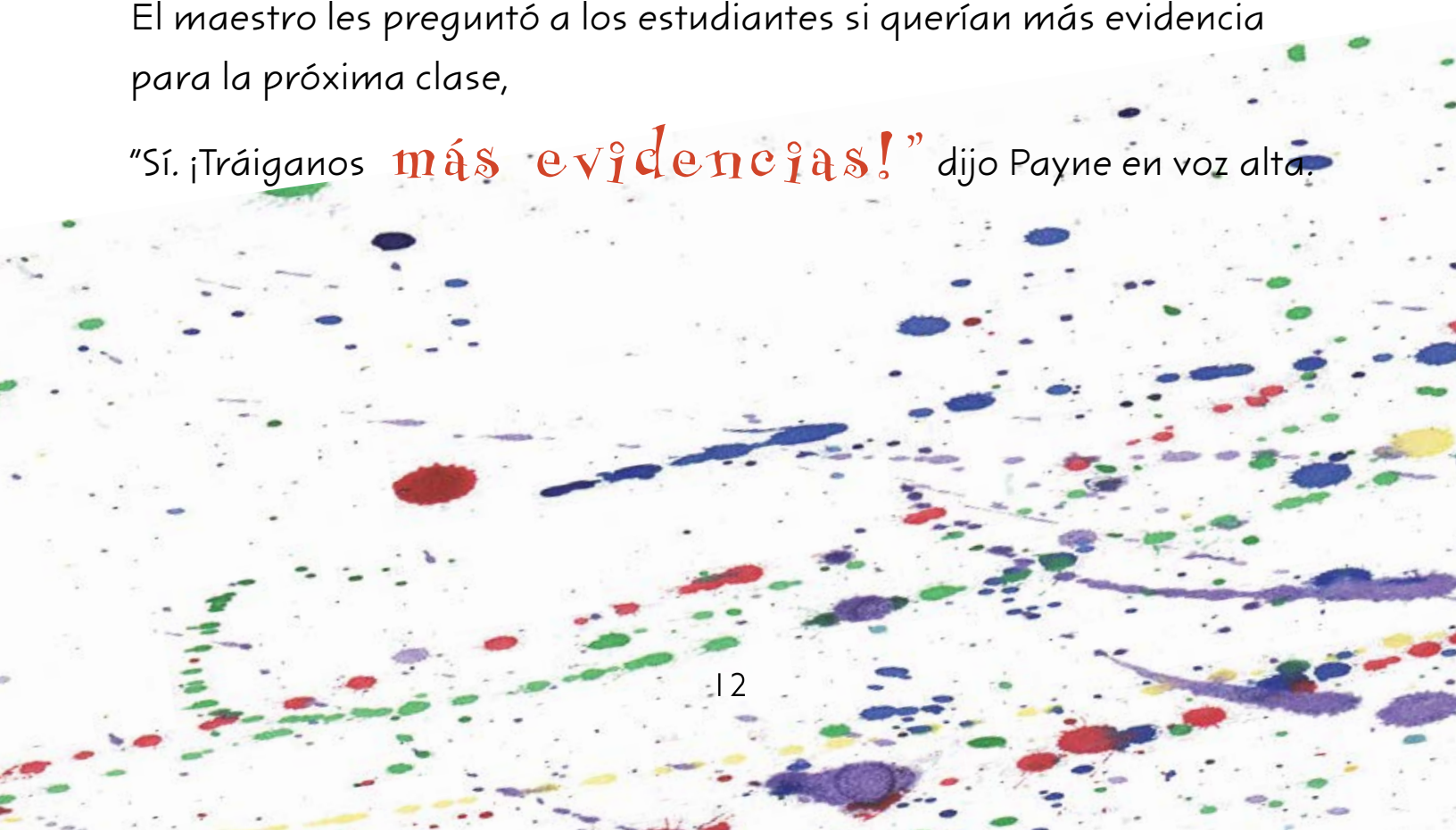
"Yeah. Bring us **more evidence!**" Payne called out.



Payne estaba observando y escuchando todo, pero él aún no podía creer esta historia de un ave enorme que cantaba y bailaba.

El maestro les preguntó a los estudiantes si querían más evidencia para la próxima clase,

"Sí. ¡Tráiganos **más evidencias!**" dijo Payne en voz alta.









That day when the children went home from school and their parents asked what they'd learned, instead of saying "nothing," all the kids couldn't stop talking about the strange bird.

*All
but
Payne.*



Ese día, cuando los niños fueron a casa después de sus clases y los padres les preguntaron qué aprendieron, en vez de decir "nada", los niños no dejaron de hablar del ave extraña.

*Todos
menos
Payne.*

Payne didn't say *anything* to *anybody*. But he did ask his mom to help him do some research on the internet. And he found one bird that fit the teacher's description:

"Emus are large, flightless birds similar to the ostrich, native of Australia, which have remarkably good hearing and are known to be curious in the way they watch and follow humans."

"Well, *maybe* it was an emu," thought Payne. "But can the emu *really* sing *Jambo?*"



Payne no le dijo *nada* a *nadie*. Pero decidió pedirle a su mamá ayuda para hacer una investigación por internet. Y encontró un ave que correspondía a la descripción que les había dado el maestro:

"Los emús son aves grandes, no voladoras, similares a las avestruces. Son nativas de Australia. Tienen un buen sentido del oído y son muy curiosas, en particular cuando miran y siguen a los humanos".

"Bueno, tal vez era un emú", pensó Payne. "¿Pero puede este emú cantar de verdad *Jambo?*"





The next day, the music teacher also set out to gather more evidence. "I'll prove that bird can sing! I'll make a movie of her on my new cell phone."

He walked up the same country road as before with his guitar, but this time the bird was nowhere to be seen.

The teacher walked sadly, strumming away, when suddenly his eyes grew round and a smile spread from ear to ear. In the back of a second field far away...

well, what did he see?





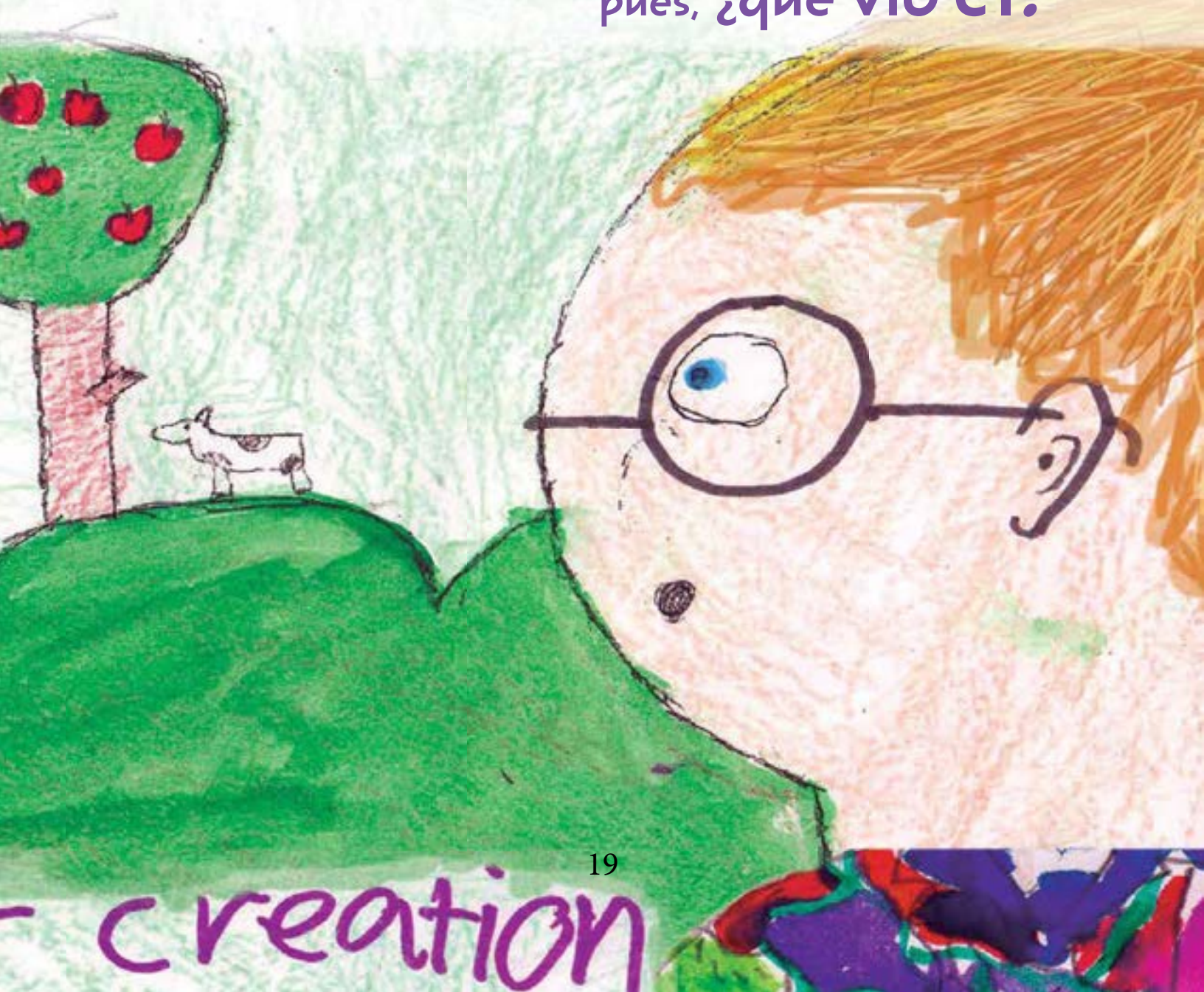
Al día siguiente, el maestro de música, se puso a juntar más evidencia.
"Voy a demostrar que el ave sí canta. Voy a hacer un video en mi nuevo celular".

Andaba por el mismo camino rural tocando su guitarra, pero esta vez no se veía el ave por ninguna parte.

El maestro caminó triste rasgueando la guitarra. Se le abrieron los ojos y se le extendió una sonrisa de oreja a oreja.

Alla en el campo, muy, muy lejos ...

pues, ¿qué vio él?







A **giant** bird as tall as a tree,
With **marble eyes** a-looking at me.
It took a moment to realize,
Her feathers were colored like **blueberry pies!**
Struttin' like a dinosaur with **three-toed feet,**
She bobbed with the music, *just keepin' the beat.*



Un ave **enorme** tan alta como un árbol
Me miraba con **ojos de canicas de mármol.**
Y era el color de sus plumas el de **arándanos azules,**
De muy rico plumaje, *del mejor que hay.*
Como dinosaurio, bailaba vanidosa,
En **pies de tres dedos**, danzaba orgullosa.
Bailaba con la música, *seguía el compás.*
Y ahora, ¡no se diga nada más!





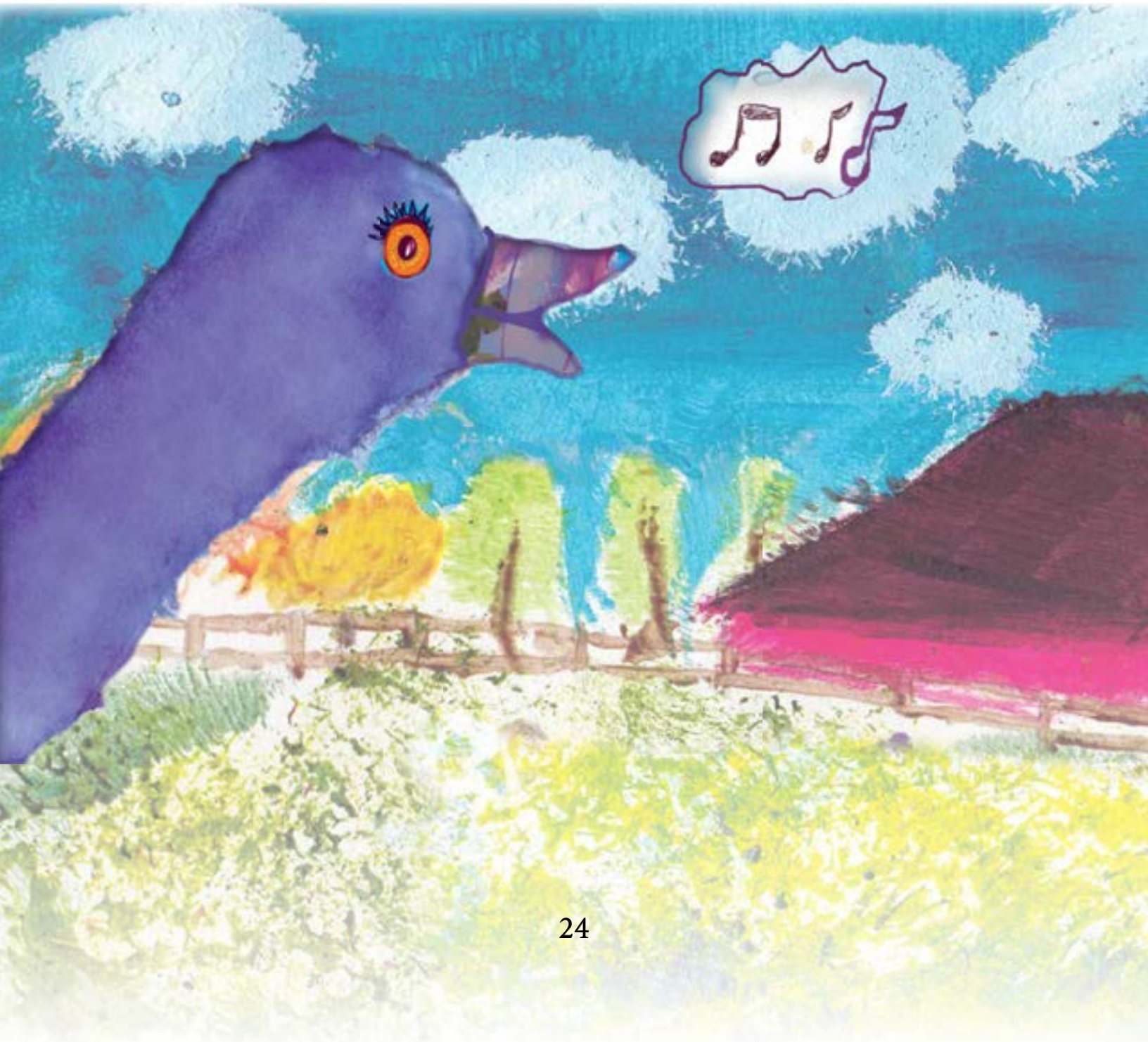
The bird had heard the music and came to say hello like an old friend.

As she danced, her little dinosaur feet made

puffs of dust in the dirt.



She bobbed up and down to the music while her curious eyes watched the teacher.

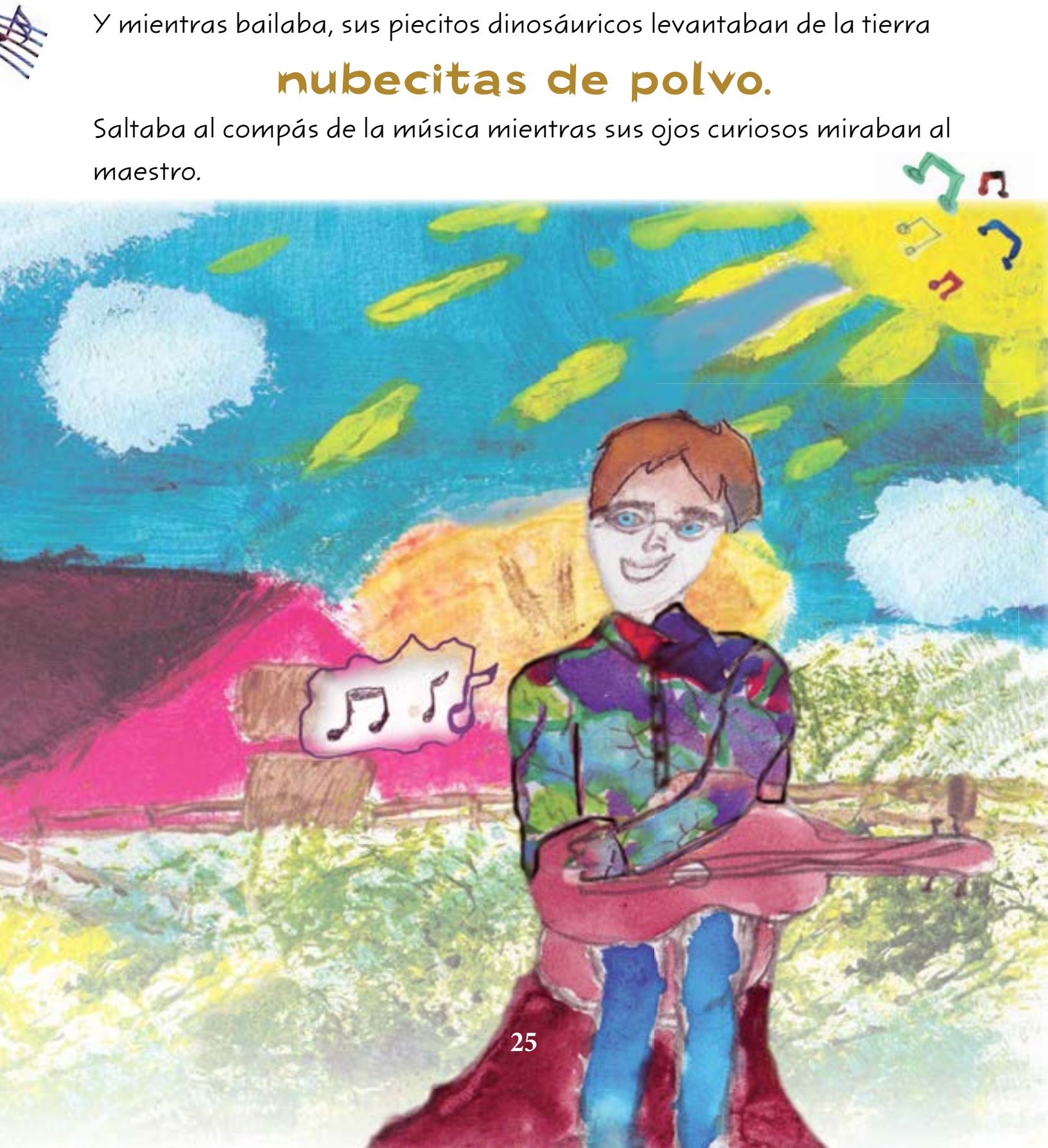


El ave había escuchado la música y fue a saludar al maestro como un vieja amiga.

Y mientras bailaba, sus piecitos dinosauricos levantaban de la tierra

nubecitas de polvo.

Saltaba al compás de la música mientras sus ojos curiosos miraban al maestro.



Unfortunately, this time she didn't sing.

Coaxing her, the teacher said,
"Come on, sing a little.

You'll feel better!"

But she just

***looked at the music teacher,
crossed her wings,
and didn't open her beak
at all.***

The teacher tried his best to
take a video on his phone
anyway. It wasn't easy. To
keep the bird dancing, he
played his guitar with
one hand while he fidgeted
on the phone with the other.

The bird bounced around

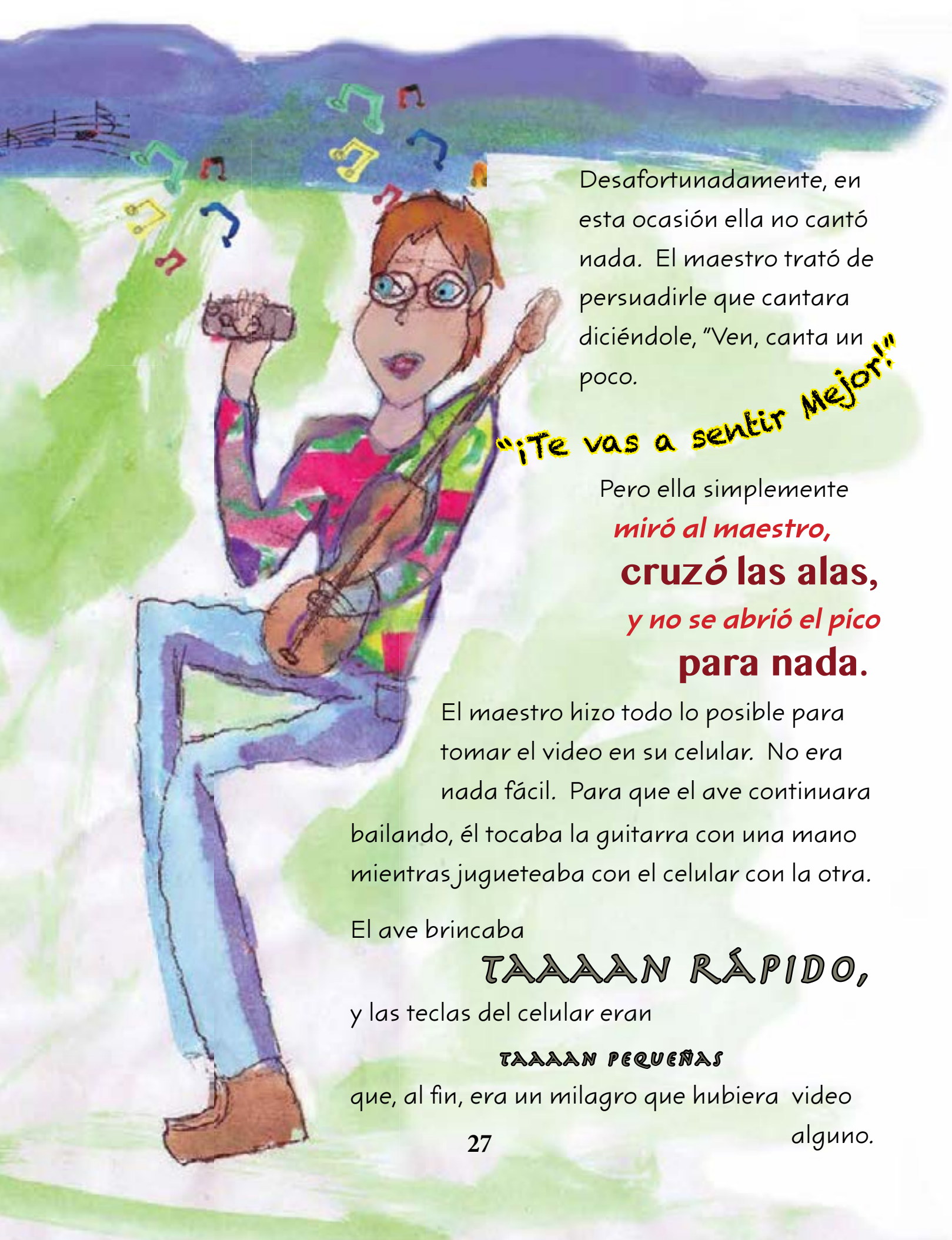
SOOOO FAST,

and the buttons on the phone were

SOOOO SMALL,

in the end it was a miracle that there was any movie at all.





Desafortunadamente, en esta ocasión ella no cantó nada. El maestro trató de persuadirle que cantara diciéndole, "Ven, canta un poco."

"¡Te vas a sentir Mejor!"

Pero ella simplemente
miró al maestro,
cruzó las alas,
y no se abrió el pico
para nada.

El maestro hizo todo lo posible para tomar el video en su celular. No era nada fácil. Para que el ave continuara bailando, él tocaba la guitarra con una mano mientras jugueteaba con el celular con la otra.

El ave brincaba

TAAAAAN RÁPIDO,
y las teclas del celular eran

TAAAAAN PEQUEÑAS
que, al fin, era un milagro que hubiera video
alguno.

Back at school, the kids in class crowded their heads together to watch the enormous bird on the tiny phone screen.

"She's real!" they cried.

"That's an еми!" shouted Payne.

"An еми? Are you sure?"

"Yes, I found it on the internet!"

"Hi Еми, Jambo!" the kids all cried.



Después, en clase los estudiantes se aglomeraron para ver el video del ave enorme en la pequeña pantalla del celular.

"¡Ella sí existe!"

todos gritaron.

"¡Es ии еми!" gritó Payne.

"¿Un еми? ¿Estás seguro?"

"¡Sí, lo identifiqué por el internet!"

"¡Hola Еми, Jambo!" los niños gritaron en coro.







Now the students were more excited than ever.

"Can we go on a **field trip** to see her?" begged Destiny.

"I know you'd love to meet Emu, and I'm sure she'd like to meet you too," sighed the music teacher, "but the school is *running out of money* for things like field trips."

"But **we have to** go see her. It's a **true** story. She really *does* exist!" cried Randi.



Ahora los estudiantes estaban más emocionados que nunca.

"¿Podemos hacer **una excursión** de estudios para verla?" rogó Destiny.

"Estoy seguro de que a ustedes les gustaría conocer Emu y estoy seguro de que le gustaría conocerlos," les dijo el maestro, "pero ahora en esta escuela no hay dinero suficiente para las excursiones".

"Pero **tenemos** que verla. Es una historia **verdadera**. ¡Ella existe!" exclamó Randi.





"We haven't heard her sing Jambo," Payne muttered. But he was happy to share his emu research with the class, and when he sang a few words of *Jambo*, he even smiled a bit.

Still he was bothered with the thought,

"Can Emu really sing Jambo?"

"Teacher, can you take another video of Emu with

clear singing in it?"

"I'll do my best," the teacher said, "but it's up to Emu if she's going to sing."



"No la hemos escuchado cantar Jambo", murmuró Payne. Pero estaba contento de compartir su investigación del emú con la clase y cuando él cantó algunas palabras de *Jambo*, incluso sonrió un poquito.

Aún así, se preguntó,


"¿Puede Emu cantar de verdad Jambo?"

"¿Maestro, puede usted hacer otro video de Emu con

cantando más claro?"

"Voy a hacer lo que pueda", le dijo el maestro, "pero todo depende de Emu. Si ella quiere cantar, va a cantar".



The background is a watercolor illustration of rolling green hills under a pale sky. On the left side, several colorful musical notes (green, yellow, blue, red) are scattered. On the right side, a musical staff with a treble clef and several notes is visible.

The next time the teacher went down the country road again strumming his guitar, Emu burst out running to meet him.

And **this time** Emu **did** sing!

With the camera facing her, she danced around, looked straight at the teacher, opened her beak and sang a long, beautiful, **"Jambo!"**

La próxima vez que el maestro andaba por el camino rural rasgueando la guitarra, Emu corrió a saludarlo.

¡Y esta vez Emu **sí** cantó!

Ante la cámara, ella bailó, miró directamente al maestro, se abrió el pico, y cantó una larga y hermosa **"¡Jambo!"**

Then the strangest thing happened. After recording her, the teacher whispered to himself, "Thank you, Emu, the kids will **love** this."

Emu opened her beak again, and said,

"Bwawk," the kids
will love
what?"

The teacher gasped in amazement,

"You can say **more** than **Jambo!"**



Y luego lo más extraño ocurrió. Después de grabarla cantando, el maestro se susurró a sí mismo, "Gracias Emu, a los niños esto les **encantará**".

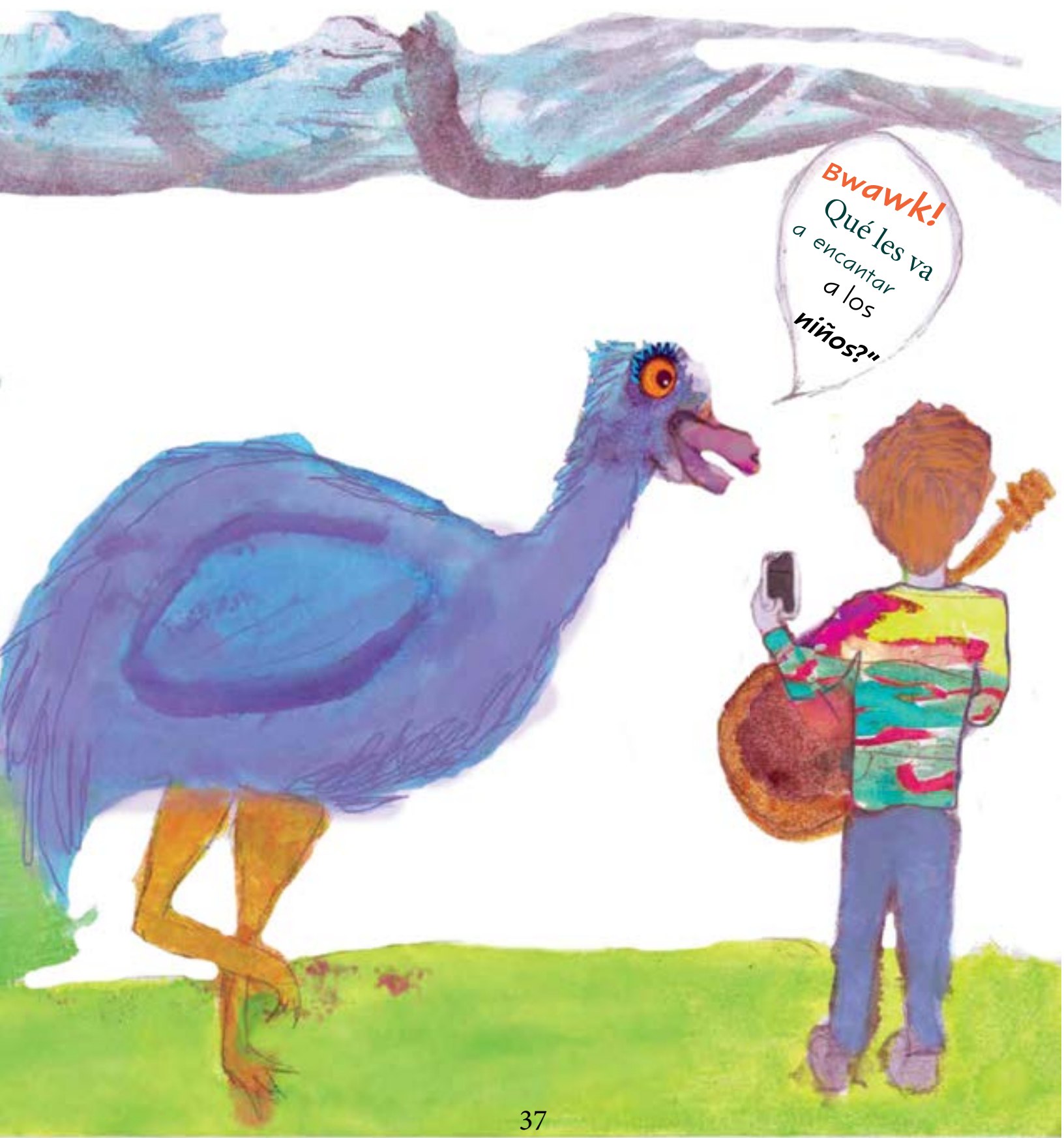
Emu abrió el pico y dijo,


"Bwawk," ¿**Qué** les va
a encantar
a los **niños?"**

El maestro exclamó,

"¡Tú puedes decir algo **más** que **Jambo!"**







He put his guitar down. "The kids at school where I work, I've been telling them about you."

Emu stared into the man's eyes and asked,
"Is this a **TRUE** story?"

Then she crossed her wings,

"How do I know

that the **kids** at your school

even exist?"



Bajó la guitarra. "Hablo de ti con los estudiantes de la escuela donde trabajo".

Emu miró directo a los ojos del maestro y le preguntó,

"¿Es esta una historia **verdadera?**"

Después cruzó las alas y tomándole el pelo le dijo,

"¿Existen de verdad

estos

estudiantes?"

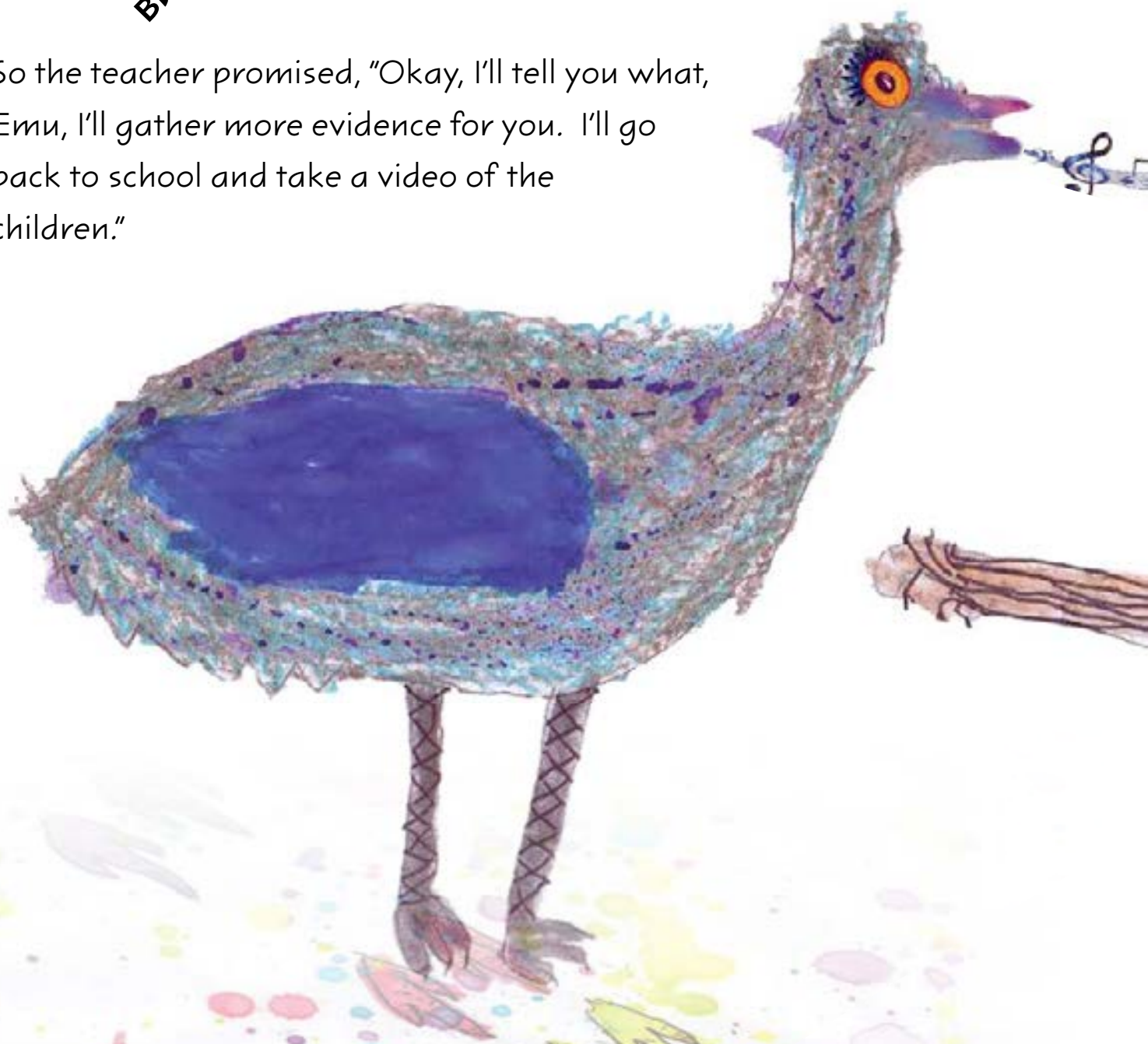


Is this a
true story?

The teacher burst out, "Of course it's true. And my students want to take a field trip to meet you."

But Emu **wouldn't believe** any of it.

So the teacher promised, "Okay, I'll tell you what, Emu, I'll gather more evidence for you. I'll go back to school and take a video of the children."





El maestro respondió, "¡Claro que sí existen! Y mis estudiantes quieren hacer una excursión para conocerte".

Pero Eми **no le creyó** nada.

Así el maestro le dijo, "Está bien, Eми, voy a reunirte las evidencias para ti. Voy a regresar a la escuela para tomar un video de los niños".



That very day the teacher showed the kids the movie of Emu singing.

*"It's true!"
"It's true!"*

all the students cried.

Even Payne wiggled freely shouting, "Emu **really** can sing **Jambo.**

I knew it was true!"



Ese mismo día, el maestro les mostró a los niños el video de Emy cantando.

"¡Es verdad!"
"¡Es verdad!"

todos los estudiantes gritaron.

Aun Payne, que se meneaba con entusiasmo, gritó,

"Emy sí puede de **verdad** cantar **Jambo.**

¡Yo lo sabía!"



Just then, they heard **three** loud knocks on the door. A hush fell over the room.


The door flew open and **well, what did they see?**

En ese mismo momento, escucharon **tres** golpes muy fuertes en la puerta. Los niños se callaron y se produjo un silencio en la clase.


La puerta se abrió de repente y

pues, ¿qué vieron ellos?





A **giant** bird as tall as a tree,
With **marble eyes** a-looking at me.
It took a moment to realize,
Her feathers were colored like **blueberry pies!**
Struttin' like a dinosaur with **three-toed feet,**
She bobbed with the music, **just keepin' the beat.**



Un ave **enorme** tan alta como un árbol
Me miraba con **ojos de canicas de mármol.**
Y era el color de sus plumas el de **arándanos azules,**
De muy rico plumaje, *del mejor que hay.*
Como dinosaurio, bailaba vanidosa,
En **pies de tres dedos**, danzaba orgullosa.
Bailaba con la música, **seguía el compás.**

Y ahora, ¡no se diga nada más!





Emu opened her beak and cried out,

"Jambo!"

The children's eyes popped wide open. One big smile swept over the entire class as they all sang back,

"Jambo!"





Emu abrió el pico y gritó,

"¡Jambo!"

Los niños abrieron grandes ojos
de sorpresa, extendiendo una
inmensa sonrisa por toda la
clase, y todos le cantaron,

"¡Jambo!"



Emu was
welcomed
so warmly

that she
invited
the kids
to climb up
on her

feathery

back for a ride
through the air!

And they all did
climb on

—except for

one student

who said emus

can't fly.

I bet you **can guess**
who that was ...



Emi recibió
una cálida
bienvenida y los
invitó a subir a su lomo
emplumada

para volar por el aire. Y todos lo
hicieron —menos

un estudiante
que declaró que los emús
no poían volar.

Apuesto a que ustedes
saben quien era...



Emu laughed,

"You know, I may appear

to be an emu,

but I am more than an emu."



A moment passed.

But before Payne lost *one more second,*

he jumped on Emu's back and cried,

"Let's fly!"

Еми se rió,

"Аunque **parezco**
и и етй
soy mucho más".

Pasó un momento.

Pero antes de perder **otro segundo más**,

Payne subió a la espalda de Еми y gritó,

"¡volemos!"





Emu flapped her wings and they all sang **Jambo!** *together* as they rose up **above** the school, **above** the world, on the field trip of their wildest dreams, **way, way out** — over the ocean and beyond the coastline, towards the **most beautiful** lands.

And in the distance, there was an **intriguing** wall,

a **tall** stone wall

— the **mystery** wall!

Ah, but **that's another story...**



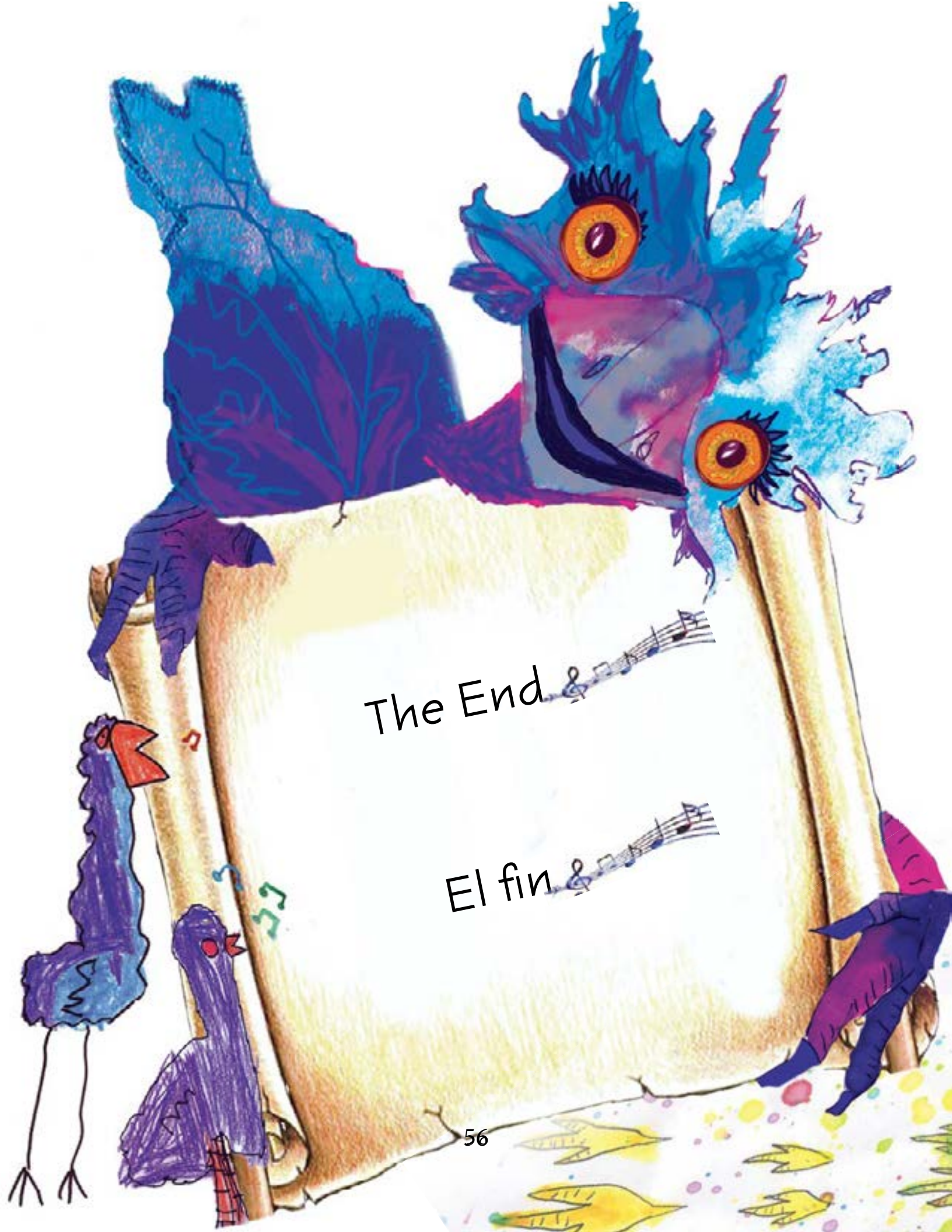
Emu batió sus alas y todos cantaban en coro **¡Jambo!** mientras volaban **sobre** la escuela, **sobre** la tierra, en una mejor excursión que la imaginada en sueños. Volaban muy, muy lejos — sobre la costa, sobre el océano, hacia las tierras más hermosas.

Y en la distancia, había un muro **intrigante**,

un **alto** muro de piedras

— ¡el muro **misterioso!**

Ah, pero ésta es otra historia....



The End

El fin



Illustrators

Many K-8th grade students at South Bay School District in Eureka, California came together to help their music teacher illustrate this book. Here, their photos and bios are listed next to the pages where their artwork appears.**



Page 1 & 36-37: **Rebecca Hutchinson** is eleven years old. She's the youngest of four kids in her family. She loves animals and has three dogs, two cats, three chickens, and two lizards! She loves drawing and reading. (5th grade)



Pages 8-9: **Mia Vega** has two pets — Doyle, a corgi, and a cat named Jack Sparrow. She has a sister named Brooklyn and a whole bunch of other siblings. Her favorite subjects at school are science and recess. (5th grade)



Page 3: **Chance Winfrey** plays clarinet at South Bay School. She has two sisters, Ashley and Kylie. She likes hanging out with her friends and her dog, Bubba. (5th grade)



Pages 9, 17: **Nathen McDonnell's** hobbies are football, baseball, drawing, riding bikes, playing Legos, and playing on his tablet. His town is so small, he gets to walk to most of his friends' houses. (4th grade)



Page 4: **Peyton Fusi** likes to sing and play basketball. She likes to play with her friend, Alena. She also likes to read *Warrior Cats*. (4th grade)



Pages 10-11: **Rika Sloan** is a gamer as well as a warrior and an artist. She plays the trombone at South Bay School. In 2018 she will be turning 12. (6th grade)



Page 5: **Sierra Moulton's** favorite things in the universe are reading and music. She especially likes the books of Jeff Kinney and JK Rowling. She has a sister named Trinity and two dogs — Angel and Chloe. (5th grade)



Page 13: **Alyssa Castillo** has two brothers whom she is very proud of. She has two dogs and one cat. She has many friends. She loves swimming, dancing, singing and a lot more. (5th grade)



Pages 6 & 48 (top & bottom section): **Jacob Mayberry** likes music, math and playing with his friends. He especially likes his wiener dog, Taco, and his bulldog, Pico. When he grows up he wants to be an architect. (4th grade)



Page 14-15 (top) & 31: **Isaac Baney** enjoys playing drums, football and art. He has two black Labs, a teacup Chihuahua, and a goat named Oreo. His sister and baby brother are the cutest things on earth. His dad and his step-mom love him very much and are very proud of him. (6th grade)



Pages 7, 9 & 51 (faces & rainbow): **Miguel Escareño** has two brothers, one sister, and three stepsisters. His family loves him very much. At home he especially likes to build things with Legos: ships, houses, cars, or whatever. (4th grade)



Page 14 (bottom): **Trinity Nelson** likes algebra, decorating, and dancing. At home she likes playing with her friends and four dogs: Jojo, Cuddles, Teesha, and Checkers. When she grows up she is going to go wherever life takes her. (5th grade)

****{Note: Some illustrations were altered in color and/or scale to amplify the design. Payne's eyes/hair, Emu's eyes/beak, and the teacher's shirt/hair were modified and copied throughout the book for consistency. Watercolor borders throughout (footprints, splotches, scratches, musical notes, etc) were painted by Peter Jain.**



Pages 18-19 & 42-43:

Logan Jauernig loves art and in his spare time loves playing with his cats, Calico and Orange. (4th grade)



Pages 24-25: Addison Campbell is 5 feet and 4 ½ nches tall. She loves to sketch and play soccer. She also loves taking care of her siblings, Macy and Riley. She has a dog named Lexi and a cat named Lavender Lulu Bailey. (6th grade)



Page 20 (top): Alexis Long is a kindergartener at Pine Hill School. She loves running around the playground and playing with her friend, Spirit. At home she has two pet dogs and she likes to snuggle with her daddy.



Pages 26-27, 34-35 & 49: Alena Ames loves reading, especially *Warrior Cats*. She has two pet parakeets, Snow and Millie. Sometimes she gets to walk the dogs alone. Their names are Kuno and Sam. (4th grade)



Page 20 (bottom): Ezekial Vang is a Pine Hill kindergarten student who likes dinosaurs. His family has four dogs: Sammy, Rocky, Prince, and Rambo.



Pages 28-29 & 30: Jayden Wildflower is really happy that his art was chosen for this book and will remember this moment more than he remembers his games and his computer time. (4th grade)



Page 21 (top): Rylee Yorty is a kindergartener who likes learning at school, especially math. At home she helps by washing the dishes, feeding the fish, and feeding Rosie, her cat.



Page 32: Bianca Moreno Lopez likes music and hanging out with her friends. She is an amazing cheerleader. Her dog, Brownie, is very cute. (5th grade)



Page 22 (bottom): Maddyson Aubrey likes kindergarten. She likes learning and playing. Her favorite book is *Matt Gets a Dog*. She also loves playing with her little sister, Delilah.



Pages 38-39: Reese Hyer is a person who loves to do art and play the piano! When she gets home she likes to play with her dogs — Captain, Voder, Buttons, Remy, and Sico. (4th grade)



Emu on Pages 23, 47, 52, 56 & 62:

Luna Re says it's hot in Brazil where she has a lot of cousins. Her grandma has a big pool there, and this year she gets to travel to Brazil on her own. At school she likes math, singing, playing the drums, and writing songs. (5th grade)



Pages 40-41: Sherrie Alfaro loves playing with her friends and pet guinea pig named Felisha. She enjoys texting and her favorite food is the burrito! (4th grade)



Page 44: Kaden Talamantes loves art and taking bike rides. He has a cat named Sage. (4th grade)



Pages ii & 56 (2nd Emu from the left, bottom): LillyAnn Dodson Hillman is a kindergartener at Pine Hill School. Her interests include cheerleading, basketball, and hanging upside down on the monkey bars. She loves her dog, Diesel, the color pink, and strawberry pop tarts. When she grows up she wants to be a professional cheerleader.



Payne on pages 44, 51 & 53: Jocelyn Johnson likes recess, lunch, and music. At home she likes playing with her dog, Roxy, and watching movies on Netflix. When she grows up she wants to be a professional mermaid. (4th grade)



Pages ii (top Emu), iii & 57 (1st Emu on the left): Strider Bowers is a kindergartener at Pine Hill School. He loves singing, dancing, drawing, reading, and inventing alternate universes.



Pages 45: Wednesday Grant likes school, especially math, reading, and art. She has one sister and two brothers, a dog named Cole, and she loves riding horses at the ranch. (4th grade)



Pages iii (4th Emu) & 57 (bottom, right Emu): Evelyn Callahan is a kindergartener that loves puppies and dogs. Her favorite thing is to draw animals.



Page 48 (middle section): At home **Kaydence Hackett** likes to play with her friend, Sherrie, and her dog, Bobos. When she grows up she wants to live in Paris. (4th grade)



Pages iii (5th Emu) & 57 (middle Emu): Everett Schmidt is a 5-year-old kindergartener. He is a sweet and caring boy with a great sense of humor. Due to Everett's wonderful rhythm and love for all music, his family and friends are sure that he will become a drummer one day.



Page 51 (Emu): Harmony Hickman loves writing, music, and playing wallball with her friends. She likes hanging out at home with her brothers and watching TV with her stepmom. She's also a good cook and violinist. (6th grade)



Pages iii (3rd Emu) & 57 (top, right Emu): Haziel Rojas is a kindergartener. He loves Spider Man, Iron Man, and playing on the playground. In his spare time he likes to make dinosaur pictures and go to the beach with his family. When he grows up he wants to be a super hero.

** Pages 54-55 are a compilation of previous artwork*



Pages ii & 56 (bottom Emu, 1st on the left): Dean Colegrove is a very passionate, artistic, and serious kindergartener! He loves playing with his neighbors, buddies at school, and anything to do with sports. His favorite schoolwork is coloring and drawing. He gets so excited to show what he has been working on.



Pages iii (2nd Emu) & 57 (top, left): Dan'des'ne (Sparrow Hawk) Moorehead is a kindergartener who loves to draw, paint, or color every chance he gets. His parents encourage his artwork wholeheartedly... unless it's spray paint on a vehicle, which he has done (sorry Grampa).

Spanish Translators



Bryanna Tejeda-Lopez plays clarinet and wants to be a veterinarian when she grows up. She has two siblings and two pets, one adorable dog, Lobito, and a fish called Pichojos. (6th grade)



Kimberly Silva is a 12-year-old who lives with her mom, dad and two brothers. She likes drawing and playing clarinet in the South Bay Band. Her favorite author is Louis Sachar. (6th grade)

Special Advisor



Emu is homeschooled in a green meadow in Freshwater, California. She likes singing and dancing, especially to Jambo. At the completion of this book, she vowed to raise money to help local school kids do more art and music (and take more fieldtrips). (Grade AA)

Cool Project Ideas

For free, family friendly projects that relate to this book, check out our fun ideas at www.sequoiasong.com/kids/jambo

- * Audio files and sheet music for original songs composed by Peter K. Jain
- * "How to Instructions" for directed drawing
- * Character coloring sheets
- * Emu craft ideas

For lesson plans in math, science, writing, and/or research that relate to this book or to see how you can use this book as a fundraiser for your school or project, link to www.sequoiasong.com/schools



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About the Author

Peter K. Jain is native of Arcata, California and a graduate of Humboldt State University. For twenty-nine years, he has gratefully taught music at South Bay & Pine Hill Elementary Schools, where everyone just calls him “Jambo.”

Outside of teaching music to children, one of his favorite activities is singing with animals, especially emus and unicorns.

For more info on the author visit www.sequoiasong.com/authors/peterjain



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