

Saturday at The New You

written by Barbara E. Barber
illustrated by Anna Rich

About the Book

Genre: Realistic Fiction

Format: Paperback, 32 pages

ISBN: 9781880000434

Reading Level: Grade 3

Interest Level: Grades PreK-5

Guided Reading Level: N

Accelerated Reader® Level/Points:
3.8./0.5

Lexile™ Measure:AD710L

*Reading level based on the ATOS Readability Formula

Themes: Occupations, Neighbors, Mothers, Dreams & Aspirations, Childhood Experiences and Memories, African/African American Interest, Pride

Resources on the web:

leeandlow.com/books/saturday-at-the-new-you

SYNOPSIS

Saturday is Shauna's favorite day of the week, because that's the day she helps Momma at her beauty parlor, The New You. Shauna describes how she and Momma prepare for the day's customers – stacking clean towels, donning smocks, making fresh coffee.

An engaging array of customers comes and goes, all of whom are as colorful as the cheerful salon. Though Shauna is a big help, Momma is the only one who gets to do the hair-styling. But when temperamental little Tiffany proves to be the toughest customer to please, it's Shauna who comes up with the perfect solution. And after the last customer leaves, this loving mother-daughter team work on their favorite customers of all – each other.

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

Teaching About and Affirming Black Hair in the Classroom

"Build Your Stack: Affirming the Diversity of Black Hair" published by the *National Council of Teachers for English* has a text set and includes information and additional resources about teaching about Black hair in the classroom (<https://ncte.org/blog/2020/02/affirming-diversity-black-hair-literacy/>).

Consult the EmbraceRace "Celebrate Black Hair During Black History Month" to learn more about an educator's specific initiative in affirming Black hair, as well as ways to teach about Black love and hair all year round, and not just relegated to Black History Month (<https://www.embracerace.org/resources/celebrate-black-hair-during-black-history-month>).

The History of Black Hair

For more information about the history of Black hair and the historic discrimination and racism that Black people have experienced involving their hair, consult the *Teen Vogue* article, "A Brief History of Black Hair, Politics, and Discrimination" (<https://www.teenvogue.com/story/a-brief-history-of-black-hair-politics-and-discrimination>) to read about how Black students and people have been unjustly and horribly treated due to their hair texture.

The Huffington Post's "Celebrating Black Hair: Crown and Glory" showcases the beauty of Black hair and celebrating every individual's hair (https://www.huffpost.com/entry/celebrating-black-hair-history-month_n_5e383717c5b6f262332d701a).

Touching Black Hair

For more information about why it's important not to touch Black hair, consult the following article, "Don't Touch My Hair: Chronicles of Black Girls in Education" (<https://educolor.org/dont-touch-hair-chronicles-black-girls-education/>) as well as Parents for Diversity's "Touching Black Hair as Micro-Aggression" (<https://www.parentsfordiversity.com/post/touching-black-hair-as-micro-aggression>). As always, establishing classroom rules and guidelines are critical to students' awareness and understanding.

Beauty Parlors, Salons & Black Hair

The National Museum of American History's article, "Making Waves: Beauty salons and the Black freedom struggle" (<https://americanhistory.si.edu/blog/making-waves-beauty-salons-and-black-freedom-struggle>) provides a history about how beauticians played a role in the Civil Rights movement, in addition to the history of Black beauticians, styling hair, and beauty parlors dedicated to Black hair. Black Southern Belle's article, "The History of Black Salons and Barbershops" (<https://blacksouthernbelle.com/black-heritage-books-the-history-of-black-salons-and-barbershops/>) also demonstrates how black-owned barber shops and beauty parlors play a central role in Black Culture. The Library of Congress also provides a brief history of the African American Beauty industry (https://blogs.loc.gov/inside_adams/2020/09/black-beauty-industry/).

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 love about yourself? How can you appreciate yourself? What are some ways that you feel proud about yourself?
- Why is it important to be proud about who you are? How can you show confidence in yourself? When you're feeling down, what are ways that make you feel better?
- Is there a family member or friend that you help at their job or place of work? What do you do for them? How does it make you feel? How is that important to your family member or friend?
- What does it mean to be patient? How can patience be helpful? Is it difficult to be patient? Why or why not?
- How can we share our confidence and the love for ourselves with others? What are some ways that you can show to your friends and family what you love about yourself?
- What does it mean to have an imagination? Do you think you're imaginative? Why or why not? How can we try to be imaginative? How can we use our imaginations more?
- Ask students to think about their family and what family means to them. How is family important to you? What are some favorite childhood memories of your family and/or family members? Why are these special or important to you?
- Ask students to share a childhood memory. What is an important memory you have from your childhood? What does it mean to you?
- Is there a place in your neighborhood or community that's important to you? Why do you like going there? How does it make you feel?
- Is there a day of the week that's special to you? Do you have any traditions on a specific day of the week? What are they? Why do you like to do that? Who is part of the tradition?

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 *Saturday at The New You*. 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 Barbara E. Barber's Biography:** Read about Barbara E. Barber in the back of the book. Encourage students to think about what it was like to write a children's book, and what

might have been her inspiration for writing *Saturday at The New You*.

- Read Anna Rich's Biography: Read about Anna Rich in the back of the book. How do her illustrations evoke the beauty of the community in Shauna's world in *Saturday at The New You*?
- Encourage students to stop and jot down 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 a new word.
- 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 the title, *Saturday at The New You*, means
- how the Shauna's hair is special to her
- what the New You means to Shauna's mother's customers
- why it means to be patient
- what confidence and loving yourself means
- what you can do with your imagination
- how family and community is important
- how and why Black hair is beautiful and special

Encourage students to consider why the author, Samara Cole Doyon, would want to share with young people this story about a young Black girl loving and appreciating her beautiful hair.

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

beauty parlor, The New You, hairstyles, smock, customer, hot comb, curling iron

Academic

squint, rhythm, humming, gorgeous

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 does Shauna like to do on Saturdays? Where does she go?
2. What is Momma's beauty parlor called?
3. What do Momma and Shauna do when they open The New You?
4. What is The New You like on the inside?
5. What kinds of things does Shauna like to do at The New You?
6. What does Momma like to turn on at the New You? What does Shauna do?
7. Who is Momma's first customer? What is she like?
8. What does Shauna want to do to Tiffany? What does Momma say? How does Tiffany react?
9. Who is Momma's next customer? What kind of hairstyle does Momma give her? What does Shauna say to her?
10. What does Shauna play with at The New You?
11. Who is Momma's third customer? What does she bring with her inside to the beauty parlor?
12. What kind of hairstyle does Momma give Mrs. Johnson? What does she tell Shauna about why she loves Saturdays?
13. How does Tiffany react after Momma asks her if she wants a new hairstyle? What does Shauna think to herself?
14. What are Shauna's doll's names? What kinds of hairstyles does she give them?
15. How does Momma do Tiffany's hair? How does she react?
16. How do Momma and Shauna close the beauty parlor together?

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 *Saturday at The New You* mean to you after reading the book? Why do you think the author chose this particular title?

2. How does Shauna demonstrate patience throughout the story? What is her interaction like with the young girl, Tiffany? How does Shauna exhibit self-control when Tiffany gets upset?
3. What kinds of themes do you see in *Saturday at The New You*? What do you think this story helps readers think about? Why?
4. How can you use the illustrations to help you make sense of the author's message in the story? How do the illustrations convey the feelings and emotions from Shauna?
5. How does *Saturday at The New You* help readers connect with or learn about Black hair? How is this story powerful in learning about or relating to Shauna, Momma, and the customers at The New You?
6. How does the author help the reader visualize what The New You is like? What do you picture? What do you typically see in a hair salon? How does the author describe the atmosphere?
7. How does *Saturday at The New You* teach about the importance of appreciating and loving yourself? Why do you think that?
8. What does Momma say to Shauna at the end about their day? How does Shauna respond, and what does this demonstrate about Momma and Shauna's relationship? How does Shauna show that she cares about her mother, and vice versa?
9. Why do you think Shauna uses her dolls as a source of imagination? How does she get creative with her dolls' hair? How does she demonstrate what she's learning from Momma on her dolls? Why do you think she calls them her customers?
10. How does *Saturday at The New You* inspire you to use your imagination? Shauna wants to work with customers, but her mother is the one responsible for cutting and styling hair. How can we use our imagination more in our everyday lives? Why is using your imagination and creativity important?

Reader's Response

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

These strategies might be helpful to use with students who are English Language Learners.

1. What is one big thought you have after reading this book? Think about Shauna and her passion for helping Momma with her customers. What is your takeaway from this book? What would you tell a friend about this book?
2. What do you think is author Barbara E. Barber's message to the reader? Think about possible motivations behind Barbara E. Barber's intentions for writing the book. What do you think she wanted to tell her readers?
3. Have students make a text-to-self connection. What kinds of connections did you make from this book to your own life? What do the Shauna's thoughts, and feelings mean to you?
4. Have students make a text-to-text connection. Did you think of any other books while you read *Saturday at The New You*? 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?

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 poems. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about something that they like to help an adult or caregiver with and why.
5. The book contains several content-specific and academic words that may be unfamiliar to students, and several words are printed in bold. 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. How does *Saturday at The New You* teach young children to be confident about themselves? How do Shauna's feelings about her hair demonstrate how she feels about herself, and how she can overcome her frustration? Students can write a reaction essay about Shauna demonstrates positive self-esteem and how her own actions can inspire students in their own lives.

2. How do Shauna's feelings change about her hair from the beginning to the end of the story? Students can create a graphic organizer with three columns, "Beginning," "Middle", and "End." Write down how Shauna's feelings change throughout the day as she's working with Momma at The New You.
3. Barbara E. Barber writes, "Saturday is a day for me and Momma." What do you think that means? Is there a day that's special to you and one of your family members or adults in your life? What do you do on that day?
4. Shauna felt frustrated with one of Momma's customers, a young girl named Tiffany. Have you ever experienced similar feelings to Shauna in this situation? What happened? What did you do to help your frustration? Moving forward, how can you manage frustration in similar situations in the future?
5. How does Momma react to Tiffany's scream during the story? How does she demonstrate patience during this moment? How would you react? Why do you think Momma responded the way that she did?
6. How do Momma's customers feel about coming to The New You? How can you tell? How do her customers react to getting their hair done? What makes you think this way?
7. How does Shauna demonstrate patience throughout the story? Shauna is eager to help, but sometimes she can't always step in to be like Momma. How does Shauna show restraint, and what does she do instead when she can't work on her mother's customers' hair?
8. What does *Saturday at The New You* teach about working in a beauty parlor? What kinds of traits do you have to demonstrate? For example, how do Shauna and Momma demonstrate problem-solving skills? What about persistence? Brainstorm about different ways that Shauna and Momma engage with social and emotional learning throughout their day at the beauty parlor.
9. Which illustration in *Saturday at The New You* best shows an emotion? Explain which emotion you think it shows. How does the image portray that emotion?
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 *Saturday at The New You*.

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)

- **Complete a literary unit on books about Black hair.** Starting with NCTE's "Build Your Stack: Affirming the Diversity of Black Hair" (<https://ncte.org/blog/2020/02/affirming-diversity-black-hair-literacy/>), make sure to utilize books from your classroom library, school library, or consult a public library to continue to add and build on books about hair in your specific library. Other articles featuring children's books about Black hair include "30 Awesome Picture Books Uplifting Black Kids with Natural Hair" (<https://comfygirlwithcurls.com/2019/07/22/childrens-books-black-kids-natural-hair/>) and *Essence's* "7 Awesome Kids Books on Natural Hair and Brown Girl Beauty" (<https://www.essence.com/lifestyle/parenting/7-awesome-kids-books-natural-hair-and-brown-girl-beauty/>). Use a graphic organizer to compare the different books. How does the main character feel about their hair? How does hair play a role in the story? What kind of language does the author use to describe their hair? What is the illustrator's specific style? How do they portray the character's hair? Afterwards, students can write in an essay about how they related to the books, what they learned, and how it's important to have books about Black hair in a classroom library.
- **Read additional Lee & Low titles or create a text set for students to explore self-confidence and seeing the beauty in oneself.** Consider titles such as *Bein' With You This Way* (<https://www.leeandlow.com/books/bein-with-you-this-way>), *Young Cornrows Callin Out the Moon* (<https://www.leeandlow.com/books/young-cornrows-callin-out-the-moon>), *Black All Around* (<https://www.leeandlow.com/books/black-all-around>), *Two Mrs. Gibsons* (<https://www.leeandlow.com/books/two-mrs-gibsons>), and *Magic Like That* (<https://leeandlow.com/books/magic-like-that>), and *Just Like Me* (<https://www.leeandlow.com/books/just-like-me>). Use the following guiding questions: how do the characters feel about themselves? How do they demonstrate confidence? How do the characters showcase their joy and happiness in these books? How do they show that they're proud about their identity?
- **Compare and contrast *Saturday at The New You* with Barbara E. Barber's other title at Lee & Low, *Allie's Basketball Dream*** (<https://www.leeandlow.com/books/allie-s-basketball-dream>). Have students answer the following guiding questions in an essay: What do themes do the books have in common? What are the main characters like? How are they similar? How are they different? What kinds of problems do the main characters, Allie and Shauna, have to solve? How do they interact with others around them? Students can create a

graphic organizer with two columns separating the texts prior to writing their essay.

- **Have students write a piece about something that they like to do with an adult or caregiver, and how they help them.** Shauna loves helping Momma at the beauty parlor, The New You. Have students think about if there is an adult or caregiver in their lives (i.e. teacher, parent, librarian, family member) who they like to help at their place of work, at home, in school, or any other relevant setting.
- **Encourage students to write about a place in their community that they love and appreciate.** The New You beauty parlor is a beloved established in Shauna and Momma's community, and her customers express how much they like coming to The New You. Is there a place in your community that's special to you? Have students write about a place in their neighborhood that they like going to, whether it's a public library, park, grocery store, etc. Why did students pick that particular place? How does it make them feel? Are there people there that they know? Students can share their reaction pieces with a partner or small group.

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 research study on the beauty of Black hair.** Have students begin with the video from *The Huffington Post* (https://www.huffpost.com/entry/celebrating-black-hair-history-month_n_5e383717c5b6f262332d701a). Additionally, students can take their findings from their literature study on children's books about Black hair and find more information about the history of Black hair, the beautiful textures and styles, as well as its importance in Black culture. For educators teaching students for the first time about Black hair, consult the article, "What White Parents Should Say to Their Children About Black Hair" (<https://mom.com/kids/what-white-parents-should-say-to-their-children-about-black-hair>) for guidance and for additional ideas on how to explain Black hair to young people who are not Black.
- **Have students explore the importance of hair in African American history** (<https://www.edc.org/blog/importance-dance-african-american-culture>). Students can learn about how Black people have experienced racism and discrimination because of their hair. Students, with guidance, can look online for articles or other books about how Black people have been suspended from school, fired from jobs, and more due to their hair and hair texture and style (<https://www.teenvogue.com/story/a-brief-history-of-black-hair-politics-and-discrimination>). The Anti-Defamation League also has a lesson plan on hair and bias and how students have encountered discrimination in school because of their hair (<https://www.adl.org/education/educator-resources/lesson-plans/hair-identity-and-bias>). "Tangled Roots: Decoding the history of Black Hair" (<https://www.cbc.ca/radio/ideas/tangled-roots-decoding-the-history-of-black-hair-1.5891778>) features professor from Temple University and co-author of *Hair Story: Untangling the Roots of Black Hair in America* and goes into more detail about Black hair throughout history. Afterwards, have students reflect on what they learned. How is hair important in Black history? Why is this important history to learn about? What did they learn

during the research process?

- **Conduct a research study on the history of Black beauty parlors and their significance in Black culture.** The National Museum of American History's article, "Making Waves: Beauty salons and the Black freedom struggle" (<https://americanhistory.si.edu/blog/making-waves-beauty-salons-and-black-freedom-struggle>) provides a history about how beauticians played a role in the Civil Rights movement, in addition to the history of Black beauticians, styling hair, and beauty parlors dedicated to Black hair. Black Southern Belle's article, "The History of Black Salons and Barbershops" (<https://blacksouthernbelle.com/black-heritage-books-the-history-of-black-salons-and-barbershops/>) also demonstrates how black-owned barber shops and beauty parlors play a central role in Black Culture. The Library of Congress also provides a brief history of the African American Beauty industry (https://blogs.loc.gov/inside_adams/2020/09/black-beauty-industry/). Have students think about how beauty parlors and salons were important to Black people, and how they have evolved over time and are still special and unique establishments in communities across the country. Students can create a visual presentation to display their research findings and discuss with the whole class.

Arts, Media & Music

(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)

- **Encourage students to select the illustration from *Saturday at The New You* that resonated with them the most.** Have students write a reflection about the illustration chosen. What stood out to them? How did that illustration make them feel? What did the illustration make them think about?
- **Have students create an illustration to accompany their writing piece from the English Language Arts section about what they love to help an adult or caregiver with.** Students can draw, paint, create a collage, or design any other art piece to go alongside their writing piece. Afterwards, students can reflect on what they learned from this experience.
- **Ask students to bring in something from home or draw something that allows them to be creative.** Shauna likes experimenting with her dolls and practicing hairstyles on them, some that are inspired by Momma. Do students have something at home or in school that they like to be creative with? Do they play a musical instrument, or is there another art activity that they like to do that allows them to express themselves? Encourage students to bring in the object, if it's physical, or to draw it and share with a partner, small group, or whole class.

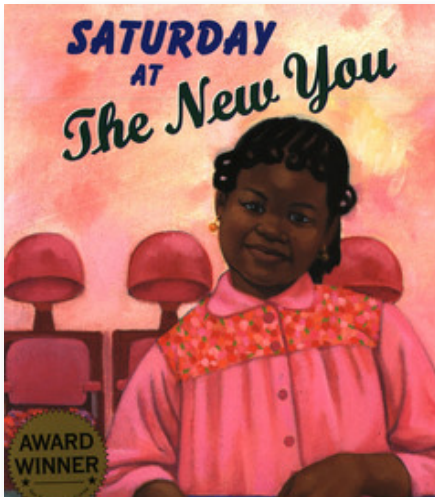
School-Home Connection

(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)

- **Ask students to interview family members about what they love about themselves.** Have students share what they learned about *Saturday at The New You* and how they can appreciate themselves. What do family members love about their own selves? How can they share their confidence with others? How does this make them feel good?
- **If possible, share a copy of *Saturday at The New You* with students to bring home to their families.** Students and families can read *Saturday at The New You* together and reflect on the following questions: for students who can identify with the main character, what was it like to read a book that reflected their hair? How did it make them feel to see someone who looked like them in a book? For students who learned something new about hair from *Saturday at The New You*, what was it that they learned exactly? What was it like to read a book about hair? Students can share their findings with the class.
- **Encourage students to describe or illustrate how they like to help their adult or caregiver at home with a special task.** How students like to help their caregivers at home? Do they get to help them with their job, or are their household tasks that they like to do together? Why do students like to help them with that? Are there other things that students can help caregivers with, and have fun together? Students can reflect with families and adults at home.




Ordering Information

General Order Information:

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

Secure Online Ordering:

[leeandlow.com/books/saturday-at-the-new-you](https://www.leeandlow.com/books/saturday-at-the-new-you)

 **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

Barbara E. Barber is the author of poetry that has appeared in *The New York Daily News*, *The Writer*, and *Midwest Poetry Review*. She lives in New York City.

ABOUT THE ILLUSTRATOR

Anna Rich has provided illustrations for national magazines and newspapers. She has wanted to be an illustrator since she was in high school. Ms. Rich attended the Rhode Island School of Design and works for the Graphic Artists Guild. She resides in Elmont, New York.

REVIEWS

"Kids will enjoy the bustle of the work day, the clowning around, and the intimacy between mother and daughter." *–Booklist*

"An expressively written and beautifully illustrated story... The first-person narration mirrors the myriad activities of the shop and the child's enthusiasm about spending her day there." *–School Library Journal*

"*Saturday at The New You* is both funny and welcoming. It is a book that should be shared with children of all ages so that they can grow and flow, blossoming into the beautiful hues of Rich's artwork." *–Quarterly Black Review*

"Barber, a poet and first-time children's author, brings bountiful atmosphere and sensuality to the text... Equally skilled in the art of ambiance, Rich paints with joie de vivre, imparting kindness to every face. Story and illustrations overflow with familial tenderness and neighborly love." *–Publishers Weekly*

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).