

Birdie's Beauty Parlor

written by Lee Merrill Byrd
illustrated by Francisco Delgado

About the Book

Genre: Fiction

Format: Hardcover, 32 pages

ISBN: 9781643790657

Reading Level: Grade 1-2

Interest Level: Grades K-2

Guided Reading Level: H

Accelerated Reader® Level/Points:
N/A

Lexile™ Measure: N/A

*Reading level based on the ATOS Readability Formula

Themes: Bilingual, Childhood Experiences and Memories, Families, Grandparents, Latino/Hispanic/Mexican Interest, Spanish

Resources on the web:

leeandlow.com/books/birdie-s-beauty-parlor

SYNOPSIS

Birdie and Grandma are having a girls' day! But Grandma's all worn out now. Birdie has a solution: a makeover! It'll give Grandma a chance to relax. Birdie insists that Grandma lie down because this beauty parlor has a lot of moving parts--chinny-chin-chin hair removal, long stretches of blush, slashes of lipstick, and eyeshadow. Earrings, scarves, the works! Birdie knows best: she owns this beauty parlor!

Birdie's Beauty Parlor is the second collaboration between Lee Byrd and Francisco Delgado. Lee tells the stories of her grandchildren, and Francisco models the illustrations from his own children.

¡Birdie y su abuela están pasando el día juntas! Pero la abuela ya esta completamente agotada. Birdie tiene la solución: ¡una visita al Salón de Belleza de Birdie! La abuela nada más tiene que acostarse y Birdie va hacer todo el trabajo: le va sacar los pelitos de la barbilla, le va poner una montón de rubor, rayas de lápiz labial, y sombras de todos colores en sus ojos. ¡Birdie es la que manda!

El salón de belleza de Birdie es la segunda colaboración entre Lee Byrd y Francisco Delgado. Lee cuenta historias de sus nietos y Francisco basa sus ilustraciones en sus propios hijos.

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

Beauty Rituals Across Cultures

Many people across cultures have specific memories, traditions, or routines related to beauty and self-care. To read examples of beauty traditions and memories from Latinx beauty entrepreneurs, read <https://www.newbeauty.com/latinx-beauty-rituals-beauty-brands/>.

While the makeup, jewelry and self-care routines described in *Birdie's Beauty Parlor* are fairly general, it may be helpful to learn about beauty and self-care traditions common in the cultures represented in your classroom as you prepare to share this book. Especially if your cultural background is different than that of your students, this could help you better understand and respond to their comments. For instance, haircare traditions vary, and some cultures and religions have different views on makeup, jewelry, etc.

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:

- When you spend the day with a special adult from your family, what do you do together?
- Why might an adult feel tired at the end of a busy day? What do adults you know like to do when they're tired and need to relax? What activities or kinds of things make you feel better when you are tired?
- What's a beauty parlor? What might happen there? What tools might someone use when they're trying to look their best?

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, *Birdie's Beauty Parlor*. 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? Do they think this will be a story or an informational book? What makes them think that?

Book Walk: Display the book and analyze the cover. What do students notice in the illustration? Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, and illustrations. Point out the bilingual text and tell students if/how you will use it as you read.

Read Author's and Illustrator's Biographies: Read the author's and illustrator's biographies at the end of this guide. What do you think the process is like to write a book for young readers? Mention that this story was inspired by the author's grandchildren, and the illustrations are modeled on the illustrator's children. Why do you think these creators made this book for young readers?

Setting a Purpose for Reading

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

Have students read to find out:

- Why does this story have such an interesting title, "*Birdie's Beauty Parlor*?"
- Where does this story happen? What do the characters do?
- How do the pictures in the book help us know more about what happens in the story?

Encourage students to consider why the author would want to share this story with young people.

VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

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

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

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

Content Specific

beauty parlor, chin, powder, eyeshadow, blush, cheeks, lipstick, earrings, scarf

Academic

rub, beautiful

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. Who is in this story?
2. Where does the story happen?
3. What does Birdie do? What does her grandmother do?
4. What things does Birdie use in her game? What does she do with each thing?
5. How does Birdie's grandma look different by the end of the story?
6. How does the story end?

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. How do you think each character in this story feels? What makes you think that?
2. How could you describe Birdie as a person? What makes you think so?
3. Why do you think Birdie's grandmother went along with Birdie's game? What does that make you think about her as a person?
4. How did the pictures show you more about what happened in the story?
5. What techniques did the illustrator use to bring the story to life?
6. How do the pictures show how Birdie's grandmother feels during different parts?
7. What was your favorite part? Why?
8. Would you like to be Birdie in this story? Would you like to be her grandmother? Why or why not?
9. Why do you think the author wanted to share this story with young people?
10. Why might someone want to get dressed up, put on makeup, or wear special clothes at the end of a long day? How do these rituals make people feel?

Reader's Response

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

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. Suggest that students respond in reader's response journals, essays, or oral discussion. You may also want to set aside time for students to share and discuss their written work.

1. Why do you think the author chose to write this story? What do you think the author's message to the reader is?
2. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? How is the narrator similar or different to you and your role in your own family?
3. Have students make a text-to-text connection. Did you think of any other books while you read *Birdie's Beauty Parlor*? Why did you make those connections?
4. Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world or on the news? Why did *Birdie's Beauty Parlor* make you think of that?
5. What is one big thought that you have after reading this book? Think about different character changes, the setting, and the relationships. What did you learn from reading *Birdie's Beauty Parlor*?
6. Choose your favorite page. Make a list of things you imagined as you read this page and looked at the illustration.

7. This author gets story ideas from time she's spent with her grandchildren. Make a list of story ideas about your family.

Multilingual Learner 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 Learners and multilingual learners. It is also important to stress that the Spanish used in this book is considered Mexican-American Spanish and that may or may not resonate with all students. Words can hold different meanings in other types of Spanish around the world .

1. Assign ML 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 retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about how to play a game or do an activity they enjoy.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English 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.
6. The book is both in English and in Spanish. Have students read both texts, and compare both. Have students highlight any unknown words in the text, and then record them separately. Have students look up their definitions and share their knowledge about these words, if applicable.
7. Have students identify true cognates throughout the book. Students can begin with one to two pages and gradually increase to a chapter(s) where students highlight true cognates and determine the meaning to the word if they do not already know it. This can also be a great opportunity to also discuss false cognates with students. If time allows, have students reflect on the cognates that they found. Did they know the word in English? Did they know the word in Spanish? If it was an unknown word in English, did the identification of the Spanish cognate help them define the word? Consult ¡Colorin Colorado! for more ideas on how to use cognates in the classroom with MLs: <https://www.colorincolorado.org/using-cognates-ells>.

8. Additional resources to support multilingual students is: <https://www.multilinguallearning-toolkit.org/>.
9. Have students act out the story in pairs to support comprehension and practice giving directions. Have one student play Birdie and one play the grandmother. Provide simple props to stand in for the beauty supplies, or show students how to pretend to use each item.

Actividades en Español para Apoyo en Programas Bilingües y de Inmersión Dual

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6) (Language Standards, Vocabulary Acquisition & Use, Strands 4–6) For the CCSS in Spanish, please check out <https://commoncore-espanol.sdcoe.net/CCSSen-Espanol/SLA-Literacy>

1. Asigne el libro *Birdie's Beauty Parlor* a sus estudiantes. Coloque dos estudiantes juntos para leer el libro en voz alta. Compare las palabras en inglés y en español. ¿Cómo se comparan las palabras? Los estudiantes pueden practicar las palabras que tengan dificultad en pronunciar. Estudiantes pueden tener un cuaderno con las palabras difíciles para hacer referencia en el futuro.
2. Durante el tiempo de lectura, haga preguntas de comprensión a los estudiantes en inglés y en español para medir el nivel de comprensión en los dos idiomas. Preguntas pueden incluir: ¿de qué se trata el cuento? ¿Conectaste con uno de los personajes en el cuento? ¿Por qué sí o no? ¿Qué parte te gusta más en el cuento?
3. Elija palabras de vocabulario. Los libros ilustrados bilingües son una excelente manera para que sus estudiantes aprendan nuevas palabras de vocabulario porque el idioma se presenta en contexto. Si es posible, haga fotocopias de las páginas. Estudiantes pueden usar subrayadores en un color para inglés y un color para español para las palabras nuevas. También, puede anotar las palabras en un póster para referencia. Reflexione con sus estudiantes sobre cuales palabras ya sabían y cuales palabras aprendieron.
4. En casa los estudiantes pueden pre-leer el libro con sus familias y puede sugerir que lean el libro juntos. Esto ayuda a practicar la lectura y a aprender de los dos idiomas, inglés y español.
5. El uso de cognados puede ser útil en libros bilingües, en español y en inglés. En esta actividad estudiantes pueden buscar cognados en el libro. Los estudiantes pueden trabajar en parejas para identificar y formar una lista si las palabras son cognados verdaderos o falsos. Al final de la actividad es importante distinguir como clase la lista de los cognados verdaderos o falsos. Estas actividades solo son sugerencias.

Puede encontrar más recursos para apoyar las clases de inmersión dual y bilingües. Puede leer mas en (<https://blog.leeandlow.com/2013/11/04/using-dual-language-and-bilingual-books-in-third-and-fourth-grade/>)

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. What Social and Emotional Learning (SEL) skills does Birdie exhibit over the course of the book? Some examples of SEL skills include problem-solving, grit and perseverance, self-regulation, and perspective taking. How does Birdie demonstrate these skills?
2. Have students go on a Social and Emotional Learning scavenger hunt in the text, looking for evidence in the details from the book. Assign students to relevant Social and Emotional Learning themes, such as: empathy, problem-solving, perspective taking, perseverance, and recognizing and managing emotions. Using the illustrations to recognize and label Grandma's emotions (tired, amused, unsure, trusting, surprised, relaxed, loved, etc.) would be especially appropriate for this book.
3. 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 *Birdie's Beauty Parlor*.
4. Do you think the author wants Birdie to be a role model for young people or an example of caution? Why or why not?
5. Talk about how Birdie's grandmother showed a lot of self-control and patience as Birdie played her game. What do students think was hard for her? What might she have been thinking? Do activities to stretch students' self-control, such as blowing bubbles and challenging them to let the bubbles pop around them?
6. Host a classroom debate: Should you tell your grandmother (or another older adult) what to do, the way Birdie does? Why or why not?

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English/Language Arts

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

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

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

- **Have students practice retelling this story across their fingers, with the prompts “First, next, then, then, finally.”**
- **Talk about how this is a teaching book.** What does it teach kids how to do? Together or individually, have children write and illustrate their own teaching texts about how to do a favorite activity step-by-step. Notice how Birdie gives specific helpful details and tips; add those to your teaching texts, also.
- **Read *Juanito Counts to Ten/Johnny cuenta hasta diez: A Bilingual Counting Book* (<https://www.leeandlow.com/books/juanito-counts-to-ten>) by the same author and illustrator.** Compare and contrast the two books.
- **Read other stories about children enjoying time with a grandparent, such as *Sunday Shopping* (<https://www.leeandlow.com/books/sunday-shopping>.)** Make connections between texts.
- **Involve students in planning a beauty parlor dramatic play area.** Create a list of what supplies will they need. If some students have visited a barbershop, include ideas from that setting, too. (You might save empty product containers for them to use. You might also provide stuffed animals or dolls so students can brush their hair, etc.) Provide or brainstorm together a list of sentence starters kids could use as they play.

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)

- **Show students photos of children and grandparents spending time together from around the world.** What do children notice in the pictures? What are the people doing? What could the people in the pictures teach you how to do, the way Birdie taught readers to play beauty parlor?

Art/Media

(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)

- **Compare pages that show a close-up view, an aerial view, a side view, etc.** Talk about how different viewpoints encourage the reader to focus their attention differently. Use the illustrations as examples to encourage children to try drawing from unconventional points of view. (If this is a difficult leap for students, let them first take photos of each other from different points of view. Print the photos and challenge them to draw from the photo or keep the photo nearby as an example when drawing their own scene.) Refer back to this activity when children illustrate their own writing.

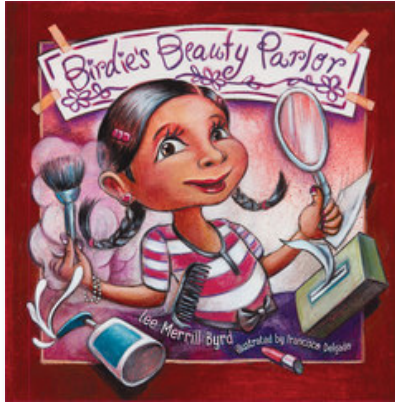
School-Home Connection

(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)

- **Have students survey people at home about what makes them feel good when they are tired. Share and compare responses at school.** Plan a way to represent the data students collect (e.g., a list, chart, or graph).
- **Have students collaborate with an adult at home to write and draw about how to play a game or do an activity they enjoy together.** Provide some guiding sentence starters. Invite families to make their text bilingual, if relevant. Share and compare responses at school.



ABOUT THE AUTHOR

Lee Merrill Byrd, novelist and publisher, was born and raised in New Jersey but has spent most of her life in the Southwest. Besides being an award-winning author, Lee is known as a pioneer in children's bilingual books as one of the co-founders Cinco Puntos Press (now a Lee & Low imprint), a publishing company named after their neighborhood in El Paso, Texas.

In October 2003, Cinco Puntos published Lee's first picture book for children, *The Treasure on Gold Street, A Neighborhood Story* in Spanish and English. It received a Skipping Stones Honor Book Award, a Southwest Book Award, a Paterson Poetry Center Prize, and a Teddy Award from the Texas Writers League.

Lee's children's books tell stories based off her grandchildren-- *Treasure on Gold Street* was about her first granddaughter, *Juanito Counts to Ten* focuses on her oldest grandson, and *Birdie's Beauty Parlor* on her second granddaughter!

ABOUT THE ILLUSTRATOR

Francisco Delgado a fronterizo artist, was born in Ciudad Juarez, Chihuahua in 1974. Throughout his life he has resided in both twin cities of El Paso and Ciudad Juarez.

Delgado's artworks reflect the United States and Mexican Border life and speak to the working class of the barrios. His visual language often uses iconic figures like El Chapulin Colorado, George W. Bush, Tin Tan, Lady Liberty, and Luchadores among many others to convey his political narrative. Even though his body of work is political and his message is direct it is delivered with the dark sarcasm and humor that is often found in Mexican, Chicano and Fronterizo Cultures.

He attended the University of Texas at El Paso where he received several honorary awards and a BFA. He received his MFA from the Yale School of Art. His paintings have been on book covers, in national art exhibits, private collections and community institutions. Delgado's first picture book was, *¡Sí, Se Puede! / Yes, We Can!* His second book was *Juanito Counts to Ten*, and *Birdie's Beauty Parlor* his third. Francisco and his wife Barbara have three children, Pedro, Xitlali and a Xochi. Learn more at <https://franciscodelgado.weebly.com/>.

ABOUT LEE & LOW BOOKS

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