



## Magic Like That

written by Samara Cole Doyon

illustrated by Geneva Bowers

### About the Book

**Genre:** Realistic Fiction

**Format:** Hardcover, \$18.95  
32 pages, 9" x 10"

**ISBN:** 9781643790701

**Reading Level:** Grade 2

**Interest Level:** Grades PreK-5

**Guided Reading Level:** K

**Accelerated Reader® Level/Points:**  
NP

**Lexile™ Measure:** NP

\*Reading level based on the ATOS Readability Formula

**Themes:** Joy, Enthusiasm, Childhood Experiences and Memories, Dreams and Aspirations, Environment and Nature, Identity, Self Esteem and Confidence, Imagination, Families and Mothers, Poetry, Pride, Realistic Fiction, Biracial/Multiracial Interest, African/African American Interest

**Resources on the web:**

[leeandlow.com/books/magic-like-that](http://leeandlow.com/books/magic-like-that)

### SYNOPSIS

Natural hair is magical, but magic isn't easy. As a young Black girl patiently waits for her mother to finish her newest hairstyle, she wonders what stunning, majestic, awe-inspiring form her hair will take next!

With radiant illustrations by Geneva Bowers and beautiful, poetic text written by Samara Cole Doyon, *Magic Like That* will inspire young readers of all textures to believe in the beauty of their natural selves.

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](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.

## 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 helped you when you struggled with something? What did they do to support you? Why were they helpful?
- 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?
- What does magic mean to you? What's magical to you? Can everyday things be magical? Why or why not?

### 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 *Magic Like That*. 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 Samara Cole Doyon's Biography:** Read about Samara Cole Doyon on the jacket back flap as well as on her website <https://samaracoledoyon.com/>. Encourage students to think about what it was like to write a children's book, and what might have been her inspiration for writing *Magic Like That*.
- **Read Geneva Bowers' Biography:** Read about Geneva Bowers on the jacket back flap as well as on her website <http://genevab.com/>. How do her illustrations evoke the beauty of the young girl's world in *Magic Like That*?
- 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, *Magic Like That*, means
- how the young girl's hair is magic
- why it's important to be patient
- what confidence and loving yourself means
- what you can do with your imagination
- 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

tangles, snarls, Bantu knots, windswept, barrettes, teased, hydrangea, braided, trellis

### Academic

defies, majestic, mischievous, coiling, plotted, rippling, stunning, mesmerizing, adorning, splendor, elegant, whimsical, billowing, cascade, revival, anticipation, resplendent, infinite, fearless, unleashed

## 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. How does the story begin? What does the young girl call her hair?
2. What is the young girl's mother doing? How does the young girl react?
3. How does the girl describe her hair as mischievous? What kinds of descriptions does she use?
4. How does the girl describe her hair as majestic? What kinds of descriptions does she use?
5. How does the girl describe her hair as stunning? What kinds of descriptions does she use?
6. How does the girl describe her hair as elegant? What kinds of descriptions does she use?
7. How does the girl describe her hair as whimsical? What kinds of descriptions does she use?
8. How does the girl describe her hair as strong? What kinds of descriptions does she use?
9. How does the girl describe her hair as fresh? What kinds of descriptions does she use?
10. What does the girl think about as her mother finishes her hair? What does she think she can be?
11. What word does the girl use to describe her hair when she sees herself in the mirror at the end of the story?

### 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 *Magic Like That* mean to you after reading the book? Why do you think the author chose this particular title?
2. Why do you think the author chose to write, "Magic isn't easy." How is this demonstrated in the book? Do you think magic is easy? Why or why not?
3. How does the young girl feel in the beginning of the book when her mother is combing her hair? How does she demonstrate patience? Why do you think it's important to be patient?
4. What kinds of themes do you see in *Magic Like That*? What do you think this story helps readers think about? Why?
5. 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 the young girl?
6. How does *Magic Like That* help readers connect with or learn about Black hair? How is this story powerful in learning about or relating to the young girl?
  7. Why do you think the author uses figurative language in the story? What figurative language do you notice throughout *Magic Like That*? How do you think the figurative language helps you to envision the young girl's visions? What would it be like to read the story without figurative language?
  8. How does the author help the reader visualize what the young girl is imagining about her hair? How does the author's repetition throughout *Magic Like That* help you to envision what she's thinking about?
  9. How does *Magic Like That* teach about the importance of appreciating and loving yourself? Why do you think that?
  10. Why do you think the story ends with, "Magic isn't easy, but it's always worth this moment." What do you think the author Samara Cole Doyon means by this statement?
  11. What does the young girl think her hair looks like in the end? How does she feel about herself when she sees herself in the mirror?
  12. How does *Magic Like That* inspire you to use your imagination? How can we use our imagination more in our everyday lives? Why is using your imagination and creativity important?
  13. Did *Magic Like That* help you to think differently about yourself? What did the young girl teach you about how to appreciate yourself?
  14. How can we identify magic in the world around us? How does the young girl use nature to think about her hair?

### Reader's Response

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(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. What is one big thought you have after reading this book? Think about the young girl's love for her hair. What is your takeaway from this book? What would you tell a friend about this book?
2. What do you think is author Samara Cole Doyon's message to the reader? Think about possible motivations behind Samara Cole Doyon'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 young girl'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

*Magic Like That?* 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?
6. What does loving yourself mean to you after reading? After reading *Magic Like That*, what does appreciating yourself mean?

### 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 love about themselves 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 *Magic Like That* teach young children to be confident about themselves? How does the young girl'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 how the young girl demonstrates positive self-esteem and how her own actions can inspire students in their own lives.
2. How do the young girl'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 the young girl's feelings towards her hair evolved throughout *Magic Like That*.
3. Connect the young girl's frustration in the beginning of the story to students' own apprehension about something that they've had in their life. Were students ever frustrated about something with themselves? How did it make them feel? What did they do to change their mindset? How do they practice positive "self-talk?" Students can share their findings in an essay.
4. Which illustration in *Magic Like That* best shows an emotion? Explain which emotion you think it shows. How does the image portray that emotion?
5. 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 *Magic Like That*.

## 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.

- **Conduct a study on the role of nature in *Magic Like That*.** How does the young girl compare her hair to things that she has observed in nature? What are the different metaphors that she uses throughout the story that make references to nature? Students can record the different metaphors, and then discuss with partners, a small group, or the whole class about how nature played a role in the story.
- **Have students do an adjective scavenger hunt in *Magic Like That*.** Students can use the text and identify all of the adjectives that the author uses throughout the story to describe the young girl's hair. Students can make a list of all of the adjectives, and write a piece inspired by *Magic Like That*, using descriptive language and adjectives to make their writing come alive. Students can share their writing pieces with a partner, small group, or the whole class.
- **Have students come up with a list of questions to ask author Samara Cole Doyon.** What do students want to know about the process behind writing a children's book? How did the author come up with the idea to write *Magic Like That*? What research did she do? Was she inspired by events from her own life? Consider contacting Samara Cole Doyon and inviting her to your school, library, or other relevant setting for an in-person or a virtual author visit (<https://samaracoledoyon.com/>).
- **Conduct a figurative language study with students.** Have students go on a figurative language scavenger hunt in *Magic Like That*. Refer to Read Write Think's "Figurative Language Resource Page" as a tool for students to use during their search ([http://www.readwritethink.org/files/resources/lesson\\_images/lesson79/figresource.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson79/figresource.pdf)). Create a chart with different rows for figurative language terms (i.e. simile, metaphor) and students can fill it in with specific examples from *Magic Like That*. Afterwards, students can experiment using figurative language in their own poetry inspired by the book.
- **Encourage students to write a piece in the style of Samara Cole Doyon in *Magic Like That* based on something that they love about themselves.** Students can start with a description, using figurative and descriptive language, and conclude the paragraph with "My X is X like that," using engaging adjectives inspired from the story. What do they want to share and why did they pick that idea or object from nature to write about? Students can share their work with a partner, a small group, or the whole class. Consider creating a class book with illustrations and have the book available to students in the 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 *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?

### 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](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?

### 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)

- **Consider having students come up with questions to interview the illustrator Geneva Bowers.** What is her process behind creating the illustrations for a children's book? What medium did she use to create the illustrations? Why? What was it like to work on *Magic*

*Like That?* Consider contacting Geneva Bowers for an illustrator visit <http://genevab.com/>

- **Encourage students to select the illustration from *Magic Like That* 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 about themselves.** Students can draw, paint, create a collage, or design any other art piece to go alongside their writing piece done in the style of *Magic Like That*. Afterwards, students can reflect on what they learned from this experience. Why did they choose this particular art style? How did it make them feel to draw themselves or to create through art what they love about themselves?

### 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 *Magic Like That* 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 *Magic Like That* with students to bring home to their families.** Students and families can read *Magic Like That* 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 *Magic Like That*, 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 a person in their life helps them get ready for school or a special occasion.** When has an adult in their life helped them get ready and feel their best? The young girl's mother helps comb and style her hair. What kind of person do you have in your life that helps you do special things? Students can write a piece about this person, how they help them, and how they make them feel.



## Ordering Information

### General Order Information:

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

### Secure Online Ordering:

[leeandlow.com/books/magic-like-that](https://leeandlow.com/books/magic-like-that)

**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

**Samara Cole Doyon** is both a second-generation Haitian American and a deeply rooted Mainer, with half of the roots of her family tree reaching generations deep into the soil of the Pine Tree State. Her picture-book debut, *Magnificent Homespun Brown*, received starred reviews from *Kirkus Reviews*, *Publishers Weekly*, and *School Library Journal*. You can visit her online at [samaracoledoyon.com](https://samaracoledoyon.com).

## ABOUT THE ILLUSTRATOR

**Geneva Bowers** illustrated the children's books *The Dragon Thief*, *Beyoncé: Shine Your Light*, and *Curls*, among others. She won the 2018 Hugo Award for Best Fan Artist and a 2018 British Science Fiction Association Award nomination. A self-taught illustrator based in western North Carolina, Geneva loves manipulating color and adding whimsy with a touch of realism and calm. Visit her online at [Genevab.com](https://Genevab.com).

## REVIEWS

"A fine addition to an expanding body of hair-affirming books that exude Black girl self-love and confidence." —*Kirkus*, **starred review**

"Readers will revel in this glorious celebration of Black hair." —*Publishers Weekly*

"The joy of different colors, textures, and styles shines through here and is sure to inspire confidence and creativity in young readers becoming acquainted with their hair and self-expression." —*Booklist*

## 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://leeandlow.com).